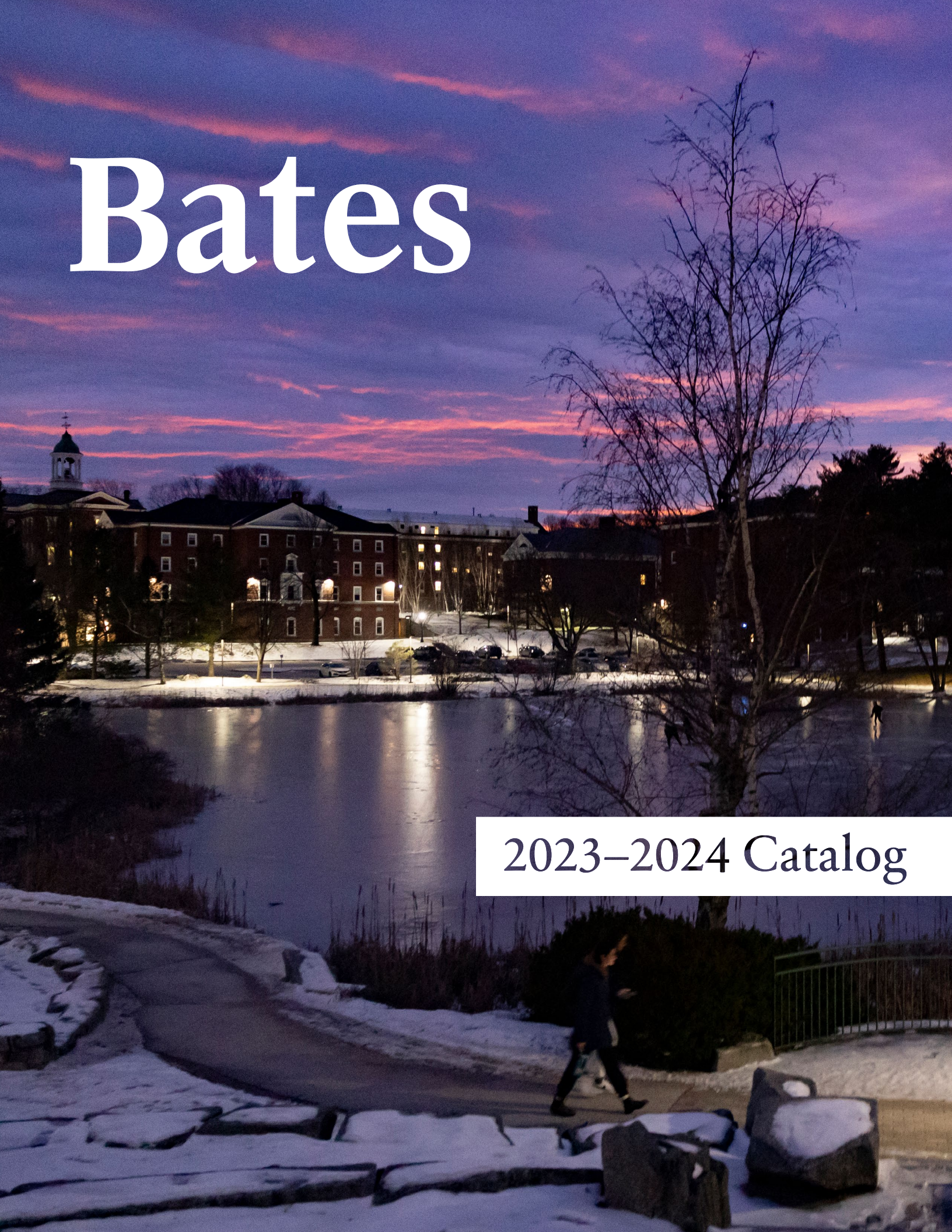


Bates



2023–2024 Catalog

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Introduction

Mission Statement

Since 1855, Bates College has been dedicated to the emancipating potential of the liberal arts. Bates educates the whole person through creative and rigorous scholarship in a collaborative residential community. With ardor and devotion — *Amore ac Studio* — we engage the transformative power of our differences, cultivating intellectual discovery and informed civic action. Preparing leaders sustained by a love of learning and a commitment to responsible stewardship of the wider world, Bates is a college for coming times.

The Foundations of the College

Bates was founded in 1855 by Freewill Baptists, first as the Maine State Seminary and later as Bates College. The founders believed that all human potential should be developed, and opened Bates' doors not only to white men — the traditional college population of the era — but also to African Americans and women. Seeking to repudiate social hierarchy, they banned fraternities and sororities. Bates was exceptional in taking these positions at the time. However, the college's efforts at true equity, inclusion, and access were imperfect and were shaped from the beginning by U.S. social norms that promoted hierarchies of race and gender.

The college's origin story is complex. The founder and first president of Bates, the Rev. Oren Burbank Cheney, was an ardent abolitionist: He established Storer College in West Virginia for freed slaves, he traveled to the South to recruit formerly enslaved persons to attend Bates, and he worked with the Underground Railroad. He wrote of slavery, "We hate it — we abhor it, we loathe it — we detest and despise it as a giant sin against God, and an awful crime upon man."

As he sought financial support for his growing institution, Cheney looked to the Boston-based entrepreneurs who had invested in Lewiston, including Benjamin Bates, for whom the new college was named in 1864. In the years leading up to the Civil War, Benjamin Bates had built his fortune in New England textile manufacturing. He established the Bates Manufacturing Company in Lewiston in 1852, accumulating wealth in the antebellum years from the labor of enslaved people who grew the cotton that was spun and woven in his mills.

Despite these and other contradictions, the pursuit of access and equality to and through education runs deep in the college's history and mission and animates current efforts to ensure that all members of the community are supported to thrive. The college is committed to inclusion and belonging, beginning with programs for prospective and admitted students and extending through initiatives to transform curricula in the sciences and humanities, teach in ways that support all students for success, and offer co-curricular programs that allow students to engage deeply with each other and with the compelling issues of our time.

Bates Today

The President

Garry W. Jenkins is president and professor of politics at Bates College. He became the College's ninth president on July 1, 2023.

Before Bates, Jenkins served for seven years as dean and William S. Pattee Professor of Law at the University of Minnesota Law School. He previously served as the Associate Dean for Academic Affairs and John C. Elam / Vorys Sater Professor of Law at The Ohio State University Moritz College of Law. He co-founded and directed the Program on Law and Leadership at Ohio State, one of the first such programs at a U.S. law school, which teaches law students the skills and dimensions of leadership that had not been part of the traditional law school curriculum.

Jenkins is a nationally respected authority on nonprofit organizations, corporate governance, lawyers and leadership development, and higher education. He has published articles, essays, chapters, and op-eds in a variety of venues, including the *Southern California Law Review*, *North Carolina Law Review*, *Tulane Law Review*, and *Stanford Social Innovation Review*, among others.

Originally from New Jersey, Jenkins holds a bachelor's degree from Haverford College, a master's degree in public policy from the Harvard Kennedy School, and a juris doctorate from Harvard Law School.

The Faculty

Bates is characterized by a culture of academic seriousness and an exceptional degree of faculty engagement with students. The faculty exemplifies the college's commitment to academic excellence and intellectual rigor. Faculty members' professional lives encompass scholarship and research, but they are at Bates because they are dedicated to teaching undergraduates. As of October 2022, 100 percent of tenured or tenure-track faculty members hold the Ph.D. or another terminal degree. Bates students work directly with the faculty; the student-to-faculty ratio is 10-to-1, and faculty members teach all courses, with exception of five to six practitioner-taught courses. Approximately 63 percent of class sections, excluding independent studies, have fewer than twenty students enrolled.

The Students

In fall 2022, Bates enrolled 1,790 students from 48 states, districts, and territories and 79 other countries. The college is recognized for its inclusive social character; organizations are open to all. Bates offers a compelling education for students while they are undergraduates, and prepares them well for further study and careers. Bates is consistently a top producer of Fulbright awardees. Bates students have great success in graduate and professional school; more than 73 percent pursue advanced study.

The Curriculum and Student Scholarship

In their academic work, Bates students are encouraged to explore broadly and deeply, to cross disciplines, and to grow as independent thinkers. Bates requires a senior thesis, a senior project, or a capstone seminar to

graduate. The senior thesis provides an opportunity for extended, closely guided research and writing, performance, or studio work. Many students launch their scholarly careers by collaborating with faculty in their research during the academic year and through the summer. Bates recognizes the special role that international study plays in providing students with the perspective and the opportunities that lead to international careers or service as well as a sense of world citizenship. Typically, 60 percent of students study abroad for a semester or longer during their time at Bates, one of the highest rates in the nation.

Community Engagement

Bates is a national leader in community-engaged learning and research. A Bates education seeks to connect learning to action, a connection expressed by high levels of student participation in academic and volunteer work in the community as well as by graduates' careers and community leadership. Many faculty members routinely incorporate community-based learning and research into their courses, and about half of Bates students are involved in a wide variety of community-based projects. Bates is committed to its home communities of Lewiston and Auburn, together constituting Maine's second-largest urban area, which provide a valued setting that enriches Bates' educational mission and social life. The college intends its many forms of engagement beyond campus to be true partnerships, drawing on the strengths of all partners for mutual benefit.

The Campus

Bates is located on a 133-acre traditional New England campus, anchored with a beautiful historic Quad. On the east side of the Quad is the academic heart of campus, the George and Helen Ladd Library. To the west is the chapel, named in memory of the late Peter J. Gomes '65, an influential and beloved preacher, minister, professor, and author. To the north, overlooking Lake Andrews, the Olin Arts Center is home to a concert hall and the Bates College Museum of Art. Schaeffer Theatre is among several performance venues that support theater and dance. On the south side of campus, Bates has created a dynamic new hub of campus life, featuring a mix of residential spaces and student services, including a major renovation of historic Chase Hall (1919). A \$75 million facilities investment in STEM teaching and research includes the Bonney Science Center (2021) and a renovation of Dana Chemistry Hall (1965) as state-of-the-art teaching centers. Extensive athletics facilities comprise the eastern edge of campus. Along the Maine coast, Bates manages the 574-acre Bates–Morse Mountain Conservation Area, for research and teaching. The adjacent Shortridge Coastal Center includes an 80-acre woodland and freshwater habitat.

Alumni and Parent Engagement

The educational mission of the college is supported generously by a significant percentage of alumni who have made a lifetime commitment to their alma mater. The college's alumni, living in all fifty states and around the world, remain actively connected to Bates in various ways. Parents of current Bates students also are engaged with the college in programs and activities on campus and off. Alumni and parent volunteers serve as admission representatives, class agent and reunion volunteers, regional and affinity leaders, young alumni volunteers, parent fundraising volunteers, and career networking volunteers. In June 2022, the college successfully concluded its largest-ever fundraising campaign, raising \$336 million against a goal of \$300 million. The college's endowment provides resources for financial aid, academic programs, faculty and student research, Purposeful Work Program, and general support of the educational mission. At the close of the 2022 fiscal year, the college's endowment was valued at \$419 million.

The Admission of Students

The admission requirements and procedures are designed to help the college select, from among the students applying, those best qualified to benefit from the educational opportunities at Bates. As the emphasis at Bates is on the liberal arts and sciences, the secondary school record should demonstrate success in these fields.

Applicants must present evidence of intellectual curiosity, good character, and thorough scholastic preparation. The college values and seeks a bold, and principled student body that embraces academic rigor, innovative thought, and community engagement. Each applicant is considered individually, and the Dean of Admission and Financial Aid may make exceptions to any requirement.

Admission Requirements

Application Form

Bates uses the Coalition Application and the Common Application. In addition to biographical data, the application requests information concerning the applicant's academic and extracurricular interests, and includes a required personal statement providing an opportunity for the applicant to write on suggested topics.

Record in Secondary School

The secondary school record should consist of courses of a substantial college-preparatory nature. Individual cases may vary, but it is recommended that students have taken four years of English and at least three years of each of the following: a foreign language, laboratory science, mathematics, and social science. The college requires successful completion of high school, GED program, or equivalent for enrollment to Bates.

Recommendations

The college receives recommendations from school officials and references named by the applicant. It should be understood that when a student waives the right to inspect that information, it is kept in strict confidence and is available only to appropriate college officers.

Standardized Test Scores

The submission of standardized testing (the SAT I, SAT II, the ACT, and Advanced Placement tests) is optional for admission. Independent of the admission process and solely for the purpose of the college's research, students who have taken the standardized tests must submit the results of these tests upon matriculation.

Admission Procedures

To be considered for enrollment in fall 2024, a student must submit an admission application no later than 10 January 2024. A nonrefundable fee of \$60 must accompany the application. Students for whom the fee would be a financial hardship may request a fee waiver.

The Office of Admission reaches its decision only after it has received the completed application form, essay, and all the data supporting an application (the transcript of the secondary school record and letters of recommendation).

As a general rule, applicants are notified of decisions in late March. Admitted students are asked to respond with a nonrefundable \$300 enrollment deposit payment, postmarked by the candidate's reply date of 1 May. International students may make this deposit upon arrival on campus but must accept the offer of admission by 1 May. Upon matriculation this payment is applied to the student's account and is held until graduation. Students usually enter the college at the beginning of the academic year in September.

Early Decision

Candidates who are certain that Bates is their first choice should give serious thought to the binding Early Decision (ED) plan. Applicants for ED must complete the ED contract on the application and assure the college that they will enroll if admitted. Regular applications may be submitted to other colleges with the understanding that the candidate will withdraw these applications if admitted to Bates through ED. More information is available on the [Admission website](#).

Deferred Enrollment

Each year, Bates receives requests from admitted students to defer matriculation for a specified period of time. The reasons for these requests vary greatly, but typically contribute to the student's development, and are generally approved.

Applicants requesting deferred enrollment should do so in writing to the dean of admission and financial aid at the same time that they accept Bates' offer of admission, no later than 1 June. Requests made after that date are considered on a case-by-case basis, but may not be as readily approved. Requests should be as detailed as possible with regard to the nature, timing, and importance of the intervening experiences.

Early Admission

Extremely capable students may be ready for college before they have completed the normal four-year secondary school program. The college welcomes inquiries from those who think they are prepared scholastically, and are sufficiently mature personally and socially, to undertake college work.

International Students

The college encourages international candidates with superior academic and personal qualifications to apply for admission to Bates. Non-U.S. citizens must submit the following: an application form; official or certified copies of secondary school transcripts; a school profile and/or explanation of the school's marking system if available; letters of recommendation; and certificates of completion and national examinations (if applicable).

All documents must be presented in English; original documents must accompany all certified translations. Applicants living abroad are advised to retain copies of their applications and to submit applications well in advance of the deadlines.

If English is neither the native language nor the primary language of secondary school instruction for four years, then results of an English-proficiency test like the TOEFL or IELTS are required. Submission of SAT I, SAT II, or ACT results is optional for all students.

Bates meets the full demonstrated financial need for all admitted students, regardless of citizenship status, for all four years. Although Bates is not need-blind for non-U.S. citizens, the college offers one of the most generous and inclusive financial aid programs in the United States.

The intent to apply for need-based financial aid for the first year must be indicated prior to the release of the applicant's admission decision from Bates. Requests for need-based financial aid after admission notifications are not considered. Required documents are due at the time of application.

Advanced Standing for Entering First-Year Students

Most Bates courses carry 1.0 course credit. Exceptions include Short Term courses, some applied music and dance courses and performance-based courses, which carry 0.5 course credit. Students who enter as first-year students must earn at least 28.0 Bates credits in order to be awarded a Bates degree. With a total of 32.0 course credits required for the degree, up to 4.0 non-Bates credits may be applied toward the total. Advanced Placement, International Baccalaureate, A-Level Examination, and transfer credits are all considered non-Bates credits and may not exceed 4.0 credits in total.

Advanced Placement

Bates participates in the Advanced Placement (AP) Program of the College Entrance Examination Board. Credit is awarded only upon receipt of official scores from The College Board. A student who achieves a score of 4 or 5 on an Advanced Placement examination given by the Educational Testing Service may be granted 1.0 or 2.0 course credits depending on the content covered by the examination.. A student achieving a score of 3 on an examination covering the equivalent of 2 semesters of college work may be granted 1.0 course credit; no credit is granted for a score of 3 on an examination covering the equivalent of 1 semester of college work. A maximum of 4.0 non-Bates credits, including Advanced Placement credit, may be applied to the Bates academic record. Credit equivalencies may be viewed on the [Registrar's website](#).

International Baccalaureate

Credit is awarded only upon receipt of the official International Baccalaureate (IB) transcript with the examination scores. The IB subjects must be equivalent to subjects taught at Bates, with "English" accepted only if the focus was on literature rather than language instruction. For courses taken in the "Higher Level Subjects" category, 1.0 Bates credit may be awarded for each IB course with an examination grade of 5. 2.0 Bates credits may be awarded for each IB course with examination grades of 6 or 7. For courses taken in the "Standard Level Subjects" category, 1.0 credit may be awarded for each course with an examination grade of 6 or 7. A maximum of 4.0 non-Bates credits, including International Baccalaureate credit, may be applied to the Bates academic record.

A-Level Examination

Credit is awarded for successful scores on A-Level (Advanced Level) examinations only, and not for O-Level (Ordinary Level) or AS (Advanced Subsidiary) examinations. Credit is awarded upon receipt of the official copy of examination grades presented on the General Certificate of Education. No credit may be granted for English-language examinations or the general paper. 2.0 Bates credits may be awarded for each A-Level examination graded A or B, with 1.0 possible credit for a B in mathematics). 1.0 Bates course credit may be awarded for a grade of C. A maximum of 4.0 non-Bates credits, including A-Level credit, may be applied to the Bates academic record.

Advanced Placement, International Baccalaureate, and A-Level Credit and General Education

AP, IB, or A-Level credit awarded as equivalent to a specific Bates course may be used to fulfill the same General Education requirements that the equivalent Bates course fulfills, exclusive of writing requirements.

Other Advanced Standing Programs

Not all students have access to Advanced Placement, International Baccalaureate, or A-Level examinations, but it is not possible to fairly evaluate all of the many other advanced standing programs currently available. Credit is awarded therefore only to successful scores on Advanced Placement, International Baccalaureate, and A-Level examinations. Coursework undertaken in other advanced standing programs, however, may be used to place into higher-level Bates courses and students should consult with the appropriate department or program chair.

Advanced Standing for Transfer Students

The college welcomes applications from students who wish to transfer to Bates from other institutions. Bates transfers courses completed at accredited colleges and universities under guidelines established by the faculty.

In order to graduate, a student who matriculates at Bates as a first-year student completes a minimum of 32.0 credits, which includes 1.0 credit earned from two half-credit Short Term courses. A transfer student must attend Bates for a minimum of four semesters and earn a minimum of 16.0 Bates course credits, including 1.0 credit earned from two half-credit Short Term courses, to earn a Bates degree. While students may have earned more than the allowable number of transferable credits at their previous institution, they must choose which they wish to apply to their Bates record at the time of transfer. Students may not transfer in courses taken elsewhere to count as Short Term courses.

The following credentials are due in the Office of Admission by 1 March for fall semester consideration: the application and fee; official secondary school and college transcripts; a college catalog describing courses completed and those in progress; a statement of good standing from a college official; two letters of recommendation (one from college professors, one from a college advisor/counselor or high school guidance counselor); and an essay concerning the applicant's motivation to transfer. Submission of standardized testing results is optional.

When a transfer student is admitted, the student's transcript is reviewed for transferable credits and allowable General Education credits.

Visiting Students

Bates welcomes applications from students attending other colleges who wish to enroll for a limited time as non-degree visiting students. Enrollment on a visiting basis can be for one semester or a year. While enrolled, visiting students pay the same tuition, room, and board fees and have the same privileges and obligations as regular degree candidates. They are not, however, eligible to receive financial aid or to play an NCAA-sanctioned varsity sport. At the end of the term of study, a transcript of the visiting student's course work may be sent to the home institution upon request.

To apply, the student should file the regular application for admission, indicating "visiting student" status, and submit the following credentials: an official college transcript, two letters of recommendation from college faculty, a letter of recommendation from a dean or advisor, a statement of good standing from a college official, and an essay explaining the student's interest in Bates and in becoming a visiting student.

High School Scholars

Under the High School Scholars Program, arranged in conjunction with the guidance offices at local high schools, a limited number of qualified high school seniors may enroll in a Bates course each semester free of

charge. Students apply through their high school guidance office to the Bates Office of Admission. Students receive a Bates transcript following successful completion of each course. Each student is limited to one course per semester for a total of two courses under this program.

High School Scholars who later wish to matriculate must meet admission requirements and are subject to decisions made by the Dean of Admission and Financial Aid and the Registrar concerning the credits toward a degree, which may include consideration of courses completed as a High School Scholar.

Community Scholars

Each semester, as space within courses permits, Bates admits Community Scholars, students who are not degree candidates. No more than two courses may be taken each semester; the fee per course for 2023-2024 is \$2,200. No financial aid is available for Community Scholars and they are responsible for any additional fees associated with a course. A transcript is available showing completion of each course. Community Scholars are not degree-seeking candidates and are limited to a maximum of four courses at Bates. Community Scholars may not enroll in Short Term courses. College employees, spouses or domestic partners, and dependents seeking Community Scholar status should refer to the Bates Employee Handbook for more information about the Community Scholar Program for employees. Interested applicants should submit the application form to the Registrar with a \$25 application fee one month prior to the beginning of the semester, and meet with the Registrar. Entry into courses depends on the space available.

Community Scholars who later wish to matriculate must meet admission requirements and are subject to decisions made by the Dean of Admission and Financial Aid and the Registrar concerning the credits toward a degree, which may include consideration of courses completed as a Community Scholar.

Auditing Students

Application by community members to audit a course is made with the Registrar in consultation with the instructor of the course. Permission to audit a course is withheld if, in the judgment of the Registrar or the instructor, it is not appropriate to audit the course or too many applications to audit are received.

Members of the college staff, their spouses or partners, and their dependents may apply to audit courses with permission from the Office of Human Resources.

The auditing fee for non-matriculated students in 2023–2024 is \$800. No credit is earned; the audit is not recorded on a permanent record. An auditor should not expect to have papers and exams graded; therefore, auditing is seldom permitted in courses where the method of instruction involves significant individual attention and guidance or extensive use of equipment. Matriculated Bates students may audit courses with prior permission of their advisor, the instructor of the course, and the Registrar. An audited course may not be converted at a later date to a course taken for credit and is not recorded on the academic record. Entry into courses depends on the space available. Auditing students may not enroll in Short Term courses.

Student Retention and Graduation

The federal Student Right to Know Act requires institutions of higher education to make available six-year graduation rates. The most accurate information related to Bates' retention rates over several years may be found on the college's [institutional research dashboard](#).

Costs and Financial Aid

Tuition, Fees and Other Costs

Charges for tuition, food, and housing for all students residing at Bates are included in one single fee. Upon reasonable notice, these charges are subject to adjustment in accordance with the changing costs of operation. The single fee does not include textbooks, supplies, or such personal items as clothing, travel, and miscellaneous expenses.

2023-24 Single Fee (includes tuition, food, and housing): \$81,382

*The Admission Enrollment Deposit is held until graduation, and is nonrefundable for those who never matriculate or do not graduate.

Students who have received prior permission from the Office of Residence Life and Health Education to live off campus for the semester or academic year are eligible to receive an off-campus housing rebate (applied as a credit to the student account) of housing and/or meal costs, as follows:

Rebate for housing – \$2,548 per semester (\$5,096 per year)

Rebate for meals – \$2,548 per semester (\$5,096 per year)

A student who enrolls at Bates incurs financial obligation to the college. Student account and billing statements are presented to students and other payers through the Bates College payment portal, powered by Flywire. Bates students use their Bates credentials to log in to the portal at bates.edu/payment; parents and other payers can be granted access to the portal by their student.

Online payments can be made using a U.S. checking or savings account at bates.edu/payment. International payments may be made via wire transfer through the same portal. Checks should be made payable to Bates College and sent to Student Financial Services, 44 Mountain Avenue, Lewiston, ME 04240. Bates offers flexible semester payment plans to enable students to pay their semester bills in 5-, 4-, or 3-month installments. There is a \$55 nonrefundable fee per semester to enroll in a payment plan. Payment plan information is available at bates.edu/payment.

Payment in full for semester fees is expected by the due dates indicated above. Monthly statements must be paid by the date shown on the statement. Students whose accounts are past due are ineligible to register for classes or return to Bates for a subsequent semester. Bates assesses a late fee of 1 percent per month on balances that remain outstanding after the due dates. Past-due accounts may also be referred to an outside agency for collection. In such cases, all costs of collection become the student's responsibility. Students who have failed to submit required financial aid forms or have submitted an appeal remain responsible for making payments by the due date and accrue late fees on any outstanding balance.

Students who leave Bates during a semester are required to apply in writing and complete a leave-of-absence form or a withdrawal form through the Office of the Vice President for Campus Life. Refunds are issued by the Office of Student Financial Services upon request after a leave or withdrawal has been granted. Students withdrawing on or before the 50th day, including non-class days, of a full semester receive a prorated refund of that semester's fee, as follows: on or before the first day of classes*, 100 percent; 2–10 days, 90 percent; 11–

20 days, 75 percent; 21–30 days, 50 percent; 31–50 days, 25 percent; no refund after 50 days. The first day of the leave or withdrawal is defined as the last day the student attended any class. Refunds of Title IV Federal Student Financial Aid funds are made in accordance with federal regulations.

*Note: Some off-campus study programs have an earlier start date than courses offered on the Bates campus. When this occurs, the refund schedule begins on the first day of the off-campus study program.

Other Charges When Applicable

Off-Campus Study:	\$2,850 per semester
Community Scholar Fee (nondegree candidates):	\$2,200 per course
Auditing (nonmatriculating students):	\$800 per course

Some courses charge extra fees to cover such items as applied music instruction, studio materials, or laboratory supplies. Extra fees for courses are usually indicated in individual course descriptions in the catalog; the specific amount of the fee, when available, is typically indicated in the Schedule of Courses.

Students who do not enroll in or who withdraw from a Short Term course are not entitled to a reduction in the single fee.

Some Short Term courses involve extensive travel in the United States or abroad. Student participants are assessed additional charges to pay the costs of transportation, services, and accommodations required by these courses. Off-campus Short Term course fees are based on the actual operating cost of the program. An estimate of these fees is included in the Short Term schedule of courses. Financial aid is available to qualified students to help offset the cost of faculty-approved off-campus Short Term courses, but may not be applied to Short Term independent study courses (numbered s50). Students who register for such a course and then withdraw before its completion are reimbursed only for those portions of the remaining cost not yet incurred on the students' behalf. Students with outstanding account balances are ineligible to register and/or receive financial aid for off-campus Short Term courses.

Financial Aid

Bates students receive help in many ways to meet their college costs. Assistance may come from need-based grant aid, opportunities for part-time employment, or student loans. Frequently, students receive aid that combines these grant and self-help opportunities. Conditions of Aid:

1. Financial aid is granted on the basis of calculated need as determined by the Office of Student Financial Services through an examination of aid applications submitted by students and their parents. Students must apply for financial aid when they apply for admission to Bates. To receive aid after the first year, aided students must demonstrate a continuance of financial need and meet established standards of satisfactory progress toward the degree as set forth in the college's Satisfactory Academic Progress policy.
2. To be considered for financial aid, students must submit the following forms each year by the appropriate deadline: the CSS Profile, the Free Application for Federal Student Aid (FAFSA), parent and student federal income tax returns, and any other materials deemed necessary to analyze a student's family financial circumstances.
3. Dismissal or suspension for a semester or longer automatically revokes the assignment of financial aid.

4. Grants and loans are credited in equal amounts to the student's account at the beginning of each semester.
5. The college reserves the right to adjust its financial aid award to a student who receives additional scholarship assistance from an outside source.
6. Aid is available for the programs listed in the section of the catalog covering global education opportunities according to policies that apply to students on campus, up to the amount the student would receive if studying on campus. The calculation of need is based on an estimate of the costs associated with the student's off-campus program of study, including but not limited to, tuition, food, housing, domestic and international airfare (if applicable), and the Bates off-campus registration fee. Estimated personal and book expenses also are included. Other expenses, such as passports, visas, immunizations, and extra travel, are the student's responsibility.
7. Students who qualify for Bates grant aid during an academic year may apply for additional financial assistance if enrollment in an off-campus Short Term course requires expenditure of more than \$500.
8. Financial aid is provided to eligible students for up to 8 semesters.

Veterans Education Programs

The college's degree programs are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for educational benefits from the U.S. Department of Veterans Affairs. Students who have questions about their eligibility may contact the Veterans Administration (1-888-442-4551). Students who request veteran's educational assistance are required to have all previous post secondary experience evaluated for possible transfer credit in order to be eligible for benefits. Bates participates in the Yellow Ribbon Program for Veterans or Dependents of Veterans. More information is available from the Office of Student Financial Services.

Residence and Cocurricular Life

Residential Life

As a residential institution, on-campus life in residence halls, student organizations, and community-engaged programming are integral to the academic experience at Bates. The mission of the Residence Life program at Bates is to foster and sustain inclusive and accessible residential communities where all students can foster meaningful relationships, develop skills for collegiate and life-long success, and engage in the essential work of self discovery. Students grow and support each other in intentional house and residence hall communities, where they are challenged to engage across differences with respect, humility, and empathy. Through exposure to holistic, positive, and engaging health education programming, students learn to think critically about their health choices. Capitalizing on the power of peer-facilitated learning opportunities, health education initiatives are generated by students and frequently facilitated by them. Defining well-being as a multifaceted and lifelong journey, students are equipped to make informed, values-based choices that advance their understanding and practice of health throughout their lives.

Recognizing the transformational power of residential experiences, all first-year, sophomore, and junior students are required to live on campus, with rare exceptions. Following three years of campus residency, seniors may apply to live off-campus. Seniors residing off-campus experience independent living while remaining engaged in community activities. Whether a student lives on or off-campus, all students are active participants in the campus community and are responsible for establishing and supporting a positive campus environment.

The educational goals of the college include developing students' social and ethical maturity. Bates students are responsible for their own welfare and are expected to actively support and advocate for the welfare of their peers. The college community promotes a culture of mutual respect in which students are active Green Dot bystanders, creating a safer and more inclusive campus.

Bates students are held accountable for their conduct at all times. Any student who engages in academic or social misconduct is subject to action by the Office of Community Standards and/or the Student Conduct Committee.

This expectation of responsible behavior stems from the shared belief that membership in the community is a voluntary act of acceptance by both the student and the college. By the actions of matriculation and registration at Bates College, students voluntarily enter an educational and residential community with standards of academic honesty and respect for others. This mutually voluntary relationship may be terminated by the student at any time without the assignment of specific reason. Conversely, this relationship may be severed either by the President and Trustees, without the assignment of specific reason, or through the procedures of the Academic Standing Committee or the Student Conduct Committee, or by other appropriate decision-making bodies of the college. Neither the college nor any of its administrative or teaching officers is under any liability whatsoever for such withdrawal of privileges.

Attendance at Bates signifies acceptance of the provisions for the organization and policies of academic, residence, and cocurricular life set forth in the College's [Code of Student Conduct](#).

Religion and Spirituality

Although founded by Freewill Baptists, today Bates has no formal religious affiliation. The Multifaith Chaplaincy works to foster a climate of genuine religious pluralism on campus and nurtures the religious, spiritual, secular, and searching community at Bates. Members of many faith traditions regularly meet, cooperate, and learn from one another. Opportunities for meditation, prayer, worship, and spiritual reflection for people of all faiths (and no faith) are held in the Chapel and across campus each week. A focus of campus spiritual and civic life, the Peter J. Gomes Chapel, built in 1913, was dedicated in 2012 in memory of Reverend Gomes, a member of the Class of 1965, a preacher, professor, and esteemed public intellectual. The college maintains a Muslim prayer room, a Hindu shrine, and a Buddhist meditation room, located in Chase Hall. Services offered by the synagogue, churches, and mosque of Lewiston and Auburn are open to Bates students and employees. Several student-led religious organizations are active at the college: Jewish Student Union, Bates Christian Fellowship, Catholic Student Community, Muslim Student Association, Dharma Society, and Unitarian Universalists. The Multifaith Chaplaincy also collaborates with many students who have no religious affiliation, but desire a place for conversation, reflection, social justice work, spiritual practices, or spirituality. The multifaith chaplains are available to all members of the Bates community — regardless of religious affiliation — for confidential conversation and support. Additionally, the Multifaith Chaplaincy engages volunteer spiritual advisors from Lewiston and Auburn who provide counsel and religious services to those who seek them within their respective tradition. Read more information about the [Multifaith Chaplaincy](#).

Office of Intercultural Education

The Office of Intercultural Education (OIE) coordinates academic and social programs that support students from historically underrepresented populations in higher education. Through the celebration of cultural differences, the OIE provides support, community, and connection to the student body. The OIE provides workshops, co-curricular experiences, and student-led programs that offer insight into how cultural imperatives shape our lives and our understanding of each other.

Health Services

Bates recognizes that health significantly influences a student's ability to participate fully in the life of the college. Health Services strives to enhance each student's well-being by providing comprehensive, confidential health care, and encouraging informed participation in all health-related decisions. Bates Health Services supports students in developing the skills and experience to effectively access and navigate healthcare settings.

Through a partnership with Central Maine Medical Center, Bates provides students on campus access to an interdisciplinary medical team dedicated to working with students. Students are able to assess, manage, and treat urgent, acute, and long-term medical conditions through diverse medical services including preventative care. Students may quickly assess appropriate care through consultations with registered nurses and appointments with physicians. Prescriptions are available via daily delivery to a student's campus address to ensure continuity of care. As with all primary and acute care providers, Bates Health Services bills student's insurance providers for care. Students not covered by a comprehensive insurance plan at the time of matriculation are required to purchase an appropriate insurance plan through the college. Bates provides assistance for students with financial concerns.

In accordance with Maine state law, all students are required to demonstrate proof of vaccination to designated diseases. Bates Health Services is committed to supporting students with questions about their obligations around this documentation and vaccination requirements.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) works to support the holistic development and psychological health of Bates students. CAPS is committed to provide equitable access and services to all Bates students supporting their personal and educational needs.

Counseling and Psychological Services offers short-term individual counseling for any Bates student who wants to explore personal concerns one-to-one with a licensed therapist. Concerns vary from coping with the challenges of college life to more severe emotional and interpersonal problems. To provide quicker access to services for students who need support in problem-solving a specific issue and not necessarily ongoing therapy, we offer a same-day, 25-minute consultation with one of our clinicians. These appointments are meant to be a one-time consultation session to problem-solve a specific concern (e.g., advice on roommate or relationship conflict, how to best manage stress, coping skills regarding anxiety, help making a decision). The consultation meeting is designed to be goal-oriented so that students can leave with a set of next steps. CAPS is excited to offer group therapy sessions that provide high levels of peer support, interpersonal learning, and connection with others in a supportive and confidential setting.

Students who need to access other resources for counseling may contact the CAPS staff in getting connected with a therapist or for referrals.

Free Teletherapy via Uwill – Bates students have access to eight free telehealth sessions over the year, including summers, at Uwill on a telehealth platform with licensed therapists.

Thriving Campus – Thriving Campus is a widely used service for College students to find available therapists in the local community using the student's health insurance.

24/7 Mental Health Hotline – During the academic year (August 15 to June 15), an urgent call line is available to students and staffed by mental health professionals. If you have an urgent concern and need to speak to a counselor, call (207) 786-6200 and press "0" or Call the Crisis Lifeline at "988" at any time.

Clubs and Organizations

As a residential college, Bates' cocurricular life is centered on campus and thrives through the diverse array of student interests. More than one hundred recognized student-run clubs and organizations, from political clubs to arts groups, are open to all students. There are no fraternities or sororities on campus. The Office of Campus Life, supports and advises student clubs and organizations. More information can be found on the Campus Life website.

Athletics, Wellness, and Recreation

In support of the mission of the college, Bates offers a variety of intercollegiate, club, intramural, and recreational programs designed to enable students of all backgrounds and experience levels to partake in activities that support health and wellness. More than 80 percent of students participate in programs sponsored by the Department of Athletics; athletic participation, recreation, and physical engagement are

important ways for students to create connections, build community, and develop leadership and teamwork skills.

Athletic facilities are available for all students to use, and have time reserved and dedicated for recreational use; these facilities are scheduled for intercollegiate, club, intramural, and organized recreational programs. When available for open recreation activities, students may use the facilities informally for participating in individual and team pickup sports as well as for personal fitness activities.

More information is available on the [Bates Athletics website](#).

Intercollegiate Sport Programs

Bates sponsors thirty-one intercollegiate varsity sports. Men's teams include alpine skiing, baseball, basketball, cross country, football, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, squash, swimming and diving, and tennis. Women's intercollegiate teams compete in alpine skiing, basketball, cross country, field hockey, golf, indoor track, lacrosse, Nordic skiing, outdoor track, rowing, soccer, softball, squash, swimming and diving, tennis, and volleyball.

The college's intercollegiate programs compete as Division III members of the NCAA. Bates sustains active membership in state, regional, and national athletic conferences and associations, including the NCAA and the New England Small College Athletic Conference (NESCAC). The NESCAC conference institutions include Amherst College, Bates College, Bowdoin College, Colby College, Connecticut College, Hamilton College, Middlebury College, Trinity College, Tufts University, Wesleyan University, and Williams College.

Club Sport Opportunities

The Department of Athletics sponsors a variety of club sports in addition to our varsity teams. More information is available on the [Bates Club Sports website](#).

Intramural Opportunities

Sustained participation, fun, and friendly competition are the goals of the intramural sports program. Various tournament and special event offerings are overseen by professional staff members as well as student workers. Intramural activities include basketball, pickleball, flag football, hockey, soccer, softball, and volleyball. [More information on intramural opportunities is available here.](#)

Contacts

Address correspondence to:
Bates College, Lewiston ME 04240

Telephone number for all offices:
(207) 786-6255

Fax number for all offices:
(207) 786-6123

Admission and Scholarships:
The Vice President for Enrollment and Dean of Admission and Financial Aid
Lindholm House, (207) 786-6000

Matters of General College Interest:
The President
204 Lane Hall, (207) 786-6100

Alumni Interest:
The Director of Alumni Engagement
303 Lane Hall, (207) 753-6930

Employment of Seniors and Alumni:
Bates Center for Purposeful Work
Chase Hall, (207) 786-6232

Gifts and Bequests:
The Office of College Advancement
312 Lane Hall, (207) 786-6247

Records and Registration:
The Registrar
Libbey Forum, (207) 755-5949

Matters of Faculty Interest:
Vice President for Academic Affairs and Dean of the Faculty:
120 Lane Hall, (207) 786-6066

Matters of Student Interest
Vice President for Campus Life:
102 Lane Hall, (207) 786-6219

Catalog Agreement

This catalog constitutes the basic agreement between the college and its students and prospective students. In case of conflict between this catalog and any supplements hereto and any other written or oral statements, this catalog and its supplements shall be deemed to be the official statement. Following the initial publication of this catalog at the start of the academic year, additions throughout the academic year such as new courses and updated deadlines and fees are also published in the online version of the catalog, which is considered a supplement (bates.edu/catalog). The college reserves the right to change any of the statements herein by reasonable notice in any supplemental catalog or other publication specifically setting forth any such changes.

This catalog constitutes the basic agreement between the college and its students and prospective students with regard to the Bates College academic experience. Every effort is made to provide the most accurate information possible on the college's academic and financial policies, curriculum, and courses. However, the pandemic created uncertainties that can alter elements of this catalog. The catalog lists all courses in the Schedule of Courses. Evolving public health circumstances may result in changes in course offerings; the college reserves the right to cancel a course, reschedule the meeting time for a course, change the mode of instruction, or change the instructor if deemed necessary. In addition, the pandemic may impact the residential experience generally, requiring modifications to and limitations on students' participation in extracurricular and other activities of residence life. In the event of evolving public health conditions or other unforeseen effects of the pandemic, it may be necessary for the college to suspend all residential operations, including in-person instruction.

Bates College is accredited by the New England Commission of Higher Education (NECHE). Inquiries regarding the accreditation status by NECHE should be directed to the Office of the President of Bates College. Individuals may also contact NECHE at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514; (781) 425-7785.

Bates values the diversity of persons, perspectives, and convictions. Critical thinking, rigorous analysis, and open discussion of a full range of ideas lie at the heart of the college's mission as an institution of higher learning. The college seeks to encourage inquiry and reasoned dialogue in a climate of mutual respect.

Bates College is committed to the principle of equal opportunity and providing an educational and work environment free from discrimination. The college prohibits discrimination on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity or gender expression, age, disability, genetic information or veteran status and other legally protected statuses in the recruitment and admission of its students, in the administration of its education policies and programs, or in the recruitment of its faculty and staff. Bates College adheres to all applicable state and federal equal opportunity laws and regulations.

Academic Calendar

Fall 2023

September 5, 11 A.M.	Convocation
September 6, 8 A.M.	Fall Semester Classes Begin
October 18-22	Fall Recess
November 18-26	Thanksgiving Recess
December 8, 4 P.M.	Classes End
December 12, 8 A.M.	Final Examinations Begin*
December 18	Fall Semester Ends

Winter 2024

January 10, 8 A.M.	Winter Semester Classes Begin
January 15	Martin Luther King Jr. Workshop Day
February 17-25	February Recess
March 20-24	March Recess
April 12, 4 P.M.	Classes End
April 16, 8 A.M.	Final Examinations Begin*
April 22	Final Examinations End

Short Term 2024

April 29, 8 A.M.	Short Term Classes Begin
May 22, 4 P.M.	Short Term Ends
May 24-26	Commencement Weekend

** Final examinations cannot be rescheduled because of student travel plans.*

More information is available in [The 6 Year Calendar](#).

The Academic Program

The college's commitment to the liberal arts is grounded in sound educational principles and the test of long experience. The broad knowledge gained through a liberal arts education gives students a realistic understanding of the world and prepares them for meaningful lives and effective citizenship. The world they will inherit is immensely complex and problems are seldom bounded by a single field of study. The liberal arts call for students to consider a full range of perspectives and methods of analysis; often discovering solutions at the interstices of the disciplines. At the core of the liberal arts is the relationship between student and teacher. The members of the Bates faculty are accomplished scholars and artists whose first priority is educating undergraduates.

This section of the Catalog contains:

Features of a Bates Education

- [The Liberal Arts Tradition](#)
- [Academic Advising](#)
- [First-Year Seminar Program](#)
- [General Education](#)
- [Major Fields of Study](#)
- [Senior Thesis](#)
- [Honors Program](#)
- [Minors](#)
- [Independent Study](#)

Academic Policies

- [Academic Calendar](#)
- [Student Enrollment](#)
- [Credits, Grades, and Dean's List](#)
- [Degree Requirements](#)
- [Satisfactory Academic Progress \(SAP\)](#)
- [Reinstatement after Withdrawal or Dismissal](#)
- [Academic Leave and Non-Bates Credit for Matriculated Students](#)
- [Confidentiality of Education Records \(FERPA\)](#)

Academic Resources and Programs

- [Global Education](#)
- [Bates Learning Associates Program](#)
- [Student Research](#)
- [Community-Engaged Learning](#)
- [Bates Center for Purposeful Work](#)
- [The Peer Learning Commons](#)

Places for Learning and Scholarship

- [Information and Library Services](#)

- [Digital Media Studios](#)
- [Laboratories](#)
- [Resources for the Arts](#)
- [Bates College Museum of Art](#)
- [Bates-Morse Mountain Conservation Area and the Shortridge Coastal Center](#)

Features of a Bates Education

The Liberal Arts Tradition

The liberal arts are concerned with the intellectual and ethical dimensions of personal growth. The college seeks students who will fully engage in this enterprise; excited by ideas, artistic expression, challenging conversations, and eager to undertake the hard work that is the price of discovery. Each student must cultivate their own effective habits of mind; the college develops, encourages, and directs that process.

A Bates liberal arts education aspires to be truly transformational. Students are challenged to think judiciously and argue honestly, engage with ideas and individuals respectfully, develop the confidence to change their mind: to grow. They should demonstrate moral awareness, developing a sense of personal integrity and civic responsibility.

The Bates liberal arts tradition is expansive, prizing a wide range of voices and seeking new perspectives on both longstanding and emerging questions. The college embraces new knowledge and analytical approaches through a dynamic curriculum. New fields of scholarship are introduced by the faculty, and the most recent advances in technology and pedagogy are incorporated into each field of study. Bates promotes the development of critical thinking and writing skills throughout the curriculum, from the First-Year Seminar program to rigorous Senior Capstone work. The college encourages students to pursue their own original research as an extension of their coursework and offers opportunities to do so. Recognizing the essential role the liberal arts play in the development of social responsibility and good citizenship, the college encourages students to study off-campus or abroad and to integrate community-engaged learning and research into their academic work.

Advising

Each Bates student has one or more advisors who provide advice to meet the student's particular needs in a number of areas.

New students are assigned academic advisors from among members of the faculty, usually the student's first-year seminar instructor. The advisor holds individual conferences with a student during the student's first week on campus and continues to counsel the student until a major is declared. The major department or program assumes the advising responsibility once a student has declared a major — no later than 1 March of the fourth semester. The student and the advisor meet during registration periods and on an informal basis whenever the student seeks advice about the curriculum, course selection, General Education, the major program, the thesis or senior project, progress toward the degree, graduate school, or other academic concerns. Though faculty members provide academic advice, final responsibility for course selection and the completion of degree requirements rests with the student. The Office of the Registrar and Academic Systems provides students and advisors an audit via the Garnet Gateway to evaluate student progress toward the degree.

The student support advisor supports student success by ensuring they know whom to go to when they need guidance, assistance, or just someone to talk to. Students are assigned a student support advisor prior to their matriculation and remain with their advisor for the duration of their enrollment at Bates. While academic

advisors provide the primary academic advising for students, student support advisors are an additional point of contact and support for students who have concerns or questions about their academic plans.

In addition to the academic advisor(s) and student support advisor, faculty committees and the [Bates Center for Purposeful Work](#) provide guidance on graduate and professional schools. The [Committee on Graduate Fellowships](#) provides general information and supervises the selection process for national and international graduate fellowships and grants. Students planning professional careers in health fields are aided by the Committee on Medical Studies. Students interested in graduate or professional schools are encouraged to contact these committees and the Center for Purposeful Work's counseling staff early in their college career so that a curriculum and a series of related internships and work experiences can be planned to meet their professional goals.

The First-Year Seminar Program

Each first-year student must take a first-year seminar, a limited-enrollment course specifically designed for first-year students. Topics vary from year to year, but seminars represent a broad range of interdisciplinary issues and questions addressed within the tradition of the liberal arts. First-year seminars enable entering students to work with faculty and other students in a small class; they provide closely supervised training in techniques of reasoning, writing, and research; and they foster an attitude of active participation in the educational process. First-year seminars carry course credit toward the baccalaureate degree and are offered only in the fall semester. All first-year seminars fulfill the first-level writing requirement [W1], and may fulfill other General Education, major, or minor requirements. Usually a student's first-year seminar instructor is also their pre-major academic advisor. Descriptions of first-year seminars are found in the current version of the Bates Catalog; the first-year seminars offered in a particular semester may be found in the online schedule of courses.

General Education

Throughout the college's history, the faculty has expected all students to pursue certain common patterns of study in the liberal arts as well as complete a major, a concentrated focus of study. The faculty believes that there are areas of knowledge and understanding, modes of appreciation, and kinds of skills that are of general and lasting significance to the life of the mind. General Education provides a critical perspective on the ideas, values, expressions, and experiences that constitute human culture. General Education also encourages respect for the integrity of thought, judgment, creativity, and tradition beyond contemporary America. In addition, the faculty encourages each student to pursue some study in a language other than English.

The General Education requirements honor the tradition of breadth and depth of intellectual experience while placing emphasis on cross-disciplinary collaboration and exploration. The requirements are an integral and focal component of a Bates education, which also features study in a major and optional minor, and a senior thesis or other capstone experience.

General Education Requirements

One General Education Concentration or other second area of study.

In addition to the major, students successfully complete course work in a second area of study, whether a General Education Concentration (GEC), a minor, or a second major. A concentration consists of four courses chosen from a faculty-designed menu that is structured around a clearly articulated organizing principle. Some concentrations also include relevant co-curricular experiences such as significant community service, musical ensembles, summer research, or volunteer work that may be applied in lieu of a course toward fulfillment of the concentration. Most co-curricular experiences, while they may satisfy a concentration requirement, may not be counted toward the total credits needed for graduation. Some concentrations allow the use of one or two non-Bates courses if they are preapproved by the concentration coordinator as comparable to the Bates courses in the concentration.

Concentrations are of two basic types: 1) concentrations focusing on a particular issue, topic, or area of inquiry identified by self-constituted groups of faculty in different disciplines; 2) concentrations within a single discipline.

The name of the second area of study (whether a GEC, minor, or second major) appears on the student's transcript and is a permanent part of the student's academic record.

Requirements in both the major and the second area of study may be simultaneously satisfied by individual courses without restriction. However, some GECs, minors, and second majors are unavailable to students pursuing certain majors if the course work is deemed too closely related to ensure breadth. Any such exclusions are detailed in the descriptions of majors, minors, and GECs in the college catalog.

Three Writing-Attentive Courses.

Students successfully complete three writing-attentive courses, one in their first year, typically a first-year seminar [W1]; a second [W2] in the sophomore year or later and before the W3; and a third course [W3] during the senior year. First-level courses [W1] are typically first-year seminars. The third-level writing-attentive requirement [W3] is usually fulfilled by completing a senior thesis or capstone. When appropriate, writing-attentive courses may be used to fulfill any other degree requirements at Bates. All three writing-attentive courses must be taken at Bates.

Modes of Inquiry.

To acknowledge the importance of the entire scope of the liberal arts and to ensure additional breadth of education beyond the major and the second area of study, students successfully complete five courses with distinct approaches to scholarly inquiry.

Courses that satisfy these requirements, which are labeled as such in the college catalog and schedule of courses, significantly engage students with the particular mode of inquiry. In addition to providing opportunities for students to develop facility with the mode of inquiry, instructors may encourage students to critically evaluate the values, strengths, and limits of mode-specific methodology. Students can then reflect on the epistemological differences between varied approaches to constructing knowledge.

Analysis and Critique [AC]

This mode examines cultural products and processes to consider how and why meaning is created and

contested, arguments are constructed, art is produced, and values are established. Courses with this designation help students understand how forms of representation create and communicate meaning as they explore the workings of language, rhetoric, informal reasoning, and systems of belief. Students analyze, for example, aesthetic patterns, artistic traditions, philosophical argumentation, and rhetorical strategies to acquire the critical skills to identify and investigate the complex dynamics, norms, beliefs, and agencies at play within cultural products and processes.

Creative Process and Production [CP]

This mode provides the skills requisite for the creation and production processes and experiments with ways to express, test, and/or give form to ideas. Whether making art, composing music, writing creatively, producing film, envisioning the world in a new language, or performing in various ways, students in courses with this designation engage with and develop their ideas and imagination. Students enter into a dialogue with past and current practices, reexamining them and gaining an understanding of the fields from a maker's, experimenter's, or performer's point of view.

Historical and Social Inquiry [HS]

This mode of inquiry explores the history and complexity of the individual, human societies, and social interaction, from the intimate to the global, across time and space. Courses with this designation pay attention to the diverse tools scholars use to examine systematically the way in which humans experience, construct, and behave within the social worlds they inhabit, around the world and across the millennia. They often consider how social structures define and distribute wealth, power, and status among different human populations. As students investigate the bidirectional relationships between individuals and groups, groups and societies, and societies and nations, they note how contextual variables at each level of analysis influence how people understand themselves and others and foster an empathetic understanding of the human condition.

Scientific Reasoning [SR]

Scientific reasoning is an iterative process that uses empirical observations to develop and test theories about the natural world. Courses with this designation teach students the utility of scientific reasoning when developing explanatory models that unify a broad range of systematic observations. Students explore the process of testing hypotheses and theories by comparing predictions to observations. Through activities that may include gathering, analyzing, and interpreting empirical measurements, students learn the value of reliable data for drawing scientific conclusions.

Quantitative and Formal Reasoning [QF]

Quantitative reasoning is the application of basic mathematics and statistics to interpret data, draw conclusions, and solve real-world problems. Formal reasoning involves developing, understanding, and manipulating symbols based on an explicit set of rules. Courses with this designation sharpen students' facility with numerical, logic, and other symbolic systems. By applying basic mathematics and analysis tools (e.g., graphing, simple statistics), students learn to extract meaning from real-world data. Experience with formal systems such as logic, computer programming, and mathematical proofs hones students' ability to make valid deductions in abstract contexts and sound judgments in everyday life. Learning how and when to engage explicit rules for decision making enables students to formulate and assess quantitative arguments and logical constructions.

No double-dipping is allowed among [AC], [CP], [HS], [SR], and [QF] courses; these requirements must be met by five distinct courses. If an individual course is designated by two different Modes of Inquiry, the

student may elect one mode or the other, but not both. Students may apply up to two courses from the combined major and the second area of study toward the Mode of Inquiry requirement. Consequently, students must fulfill at least three Modes of Inquiry from courses outside the major and the second area of study. Non-Bates courses can be applied to the Modes of Inquiry requirement if they are determined to be equivalent to a Bates course that is tagged with mode designations.

Pass/Fail and General Education.

Courses taken pass/fail do not count toward General Education requirements.

Major Fields of Study

While the faculty believes that each student should be essentially familiar with many fields of liberal learning, it also believes that a student must choose a field of special concentration—a major—to gain the advantages that come from studying one academic subject more extensively. This major field occupies a quarter to a third of the student's college work and may be related to an intended career following graduation.

Students may declare one or two majors. Completion of more than one major requires fulfillment of all major requirements, including the thesis, senior project, and/or the comprehensive examination, in each academic department or program. Students who seek to declare three majors must obtain permission of the chair of each of the departments or programs in which they plan to major as well as permission of the Committee on Academic Standing prior to declaration of the third major.

Departmental Majors:

The following majors are offered by academic departments:

Departmental and interdisciplinary program majors are offered in the following areas:

- Anthropology
- Art and Visual Culture
- Biochemistry
- Biology
- Chemistry
- Dance
- Earth and Climate Sciences
- Economics
- English
- French and Francophone Studies
- German
- Hispanic Studies
- History
- Mathematics
- Music
- Philosophy
- Physics
- Politics

- [Psychology](#)
- [Religious Studies](#)
- [Rhetoric, Film, and Screen Studies](#)
- [Sociology](#)
- [Theater](#)

The specific requirements for each major are explained in the introduction to the department's courses of instruction in the catalog.

Interdisciplinary Program Majors

The faculty has established interdisciplinary programs in which students may major:

- [Africana](#)
- [American Studies](#)
- [Asian Studies](#)
- [Chinese](#)
- [Classical and Medieval Studies](#)
- [Environmental Studies](#)
- [European Studies](#)
- [Gender and Sexuality Studies](#)
- [Japanese](#)
- [Latin American and Latinx Studies](#)
- [Neuroscience](#)

The programs are administered by committees of faculty members from the programs and from different departments. Major requirements for these programs are explained in the introduction to each program's courses of instruction in the catalog.

Individual Interdisciplinary Major

In addition to established departmental and program majors, a student may propose an individual interdisciplinary major, should that student discover a well-defined intellectual interest that crosses one or more boundaries of the established fields of concentration. An interdisciplinary major involves a detailed program of study with courses drawn from at least two departments or programs but only one senior thesis and/or comprehensive examination.

Guidelines and an application for the individual interdisciplinary major are available from the registrar's office. Proposals for interdisciplinary majors must be submitted to the registrar for approval by the Curriculum Review Committee by 1 March in the sophomore year. Proposals must include a faculty advisory board of at least three faculty members who have agreed collectively to act as major advisor. One of these faculty members also serves as thesis advisor unless the student's program includes a senior seminar instead of a thesis. The student provides a list of appropriate courses to be included in the major. The student with an individual interdisciplinary major graduates with a major in interdisciplinary studies.

Engineering Major

Students interested in aerospace, biomedical, chemical, civil, electrical, environmental, mechanical, mineral, or nuclear engineering may participate in the college's Liberal Arts-Engineering Dual Degree Program, in which three or four years at Bates are typically followed by two years at an affiliated engineering school.

Recommended course sequences vary according to each student's particular engineering interests; curricular guidelines are available from the Dual Degree Program faculty advisor in the Department of Physics and Astronomy. Dual Degree Program majors complete all General Education requirements except the third-level writing requirement [W3]. If a student pursuing the Dual Degree program completes as their second area of study a second major, they may need to complete a thesis or capstone as part of that major's requirements.

Upon completion of the five-year Dual Degree Program, students receive an undergraduate degree from Bates in engineering and a bachelor of science degree in engineering from the engineering-school affiliate.

The Senior Thesis/Capstone

A distinctive feature of the Bates curriculum is the senior thesis or capstone, which is offered by all departments and programs that offer a major, and required for most majors. The faculty believes that a Bates student is well prepared to undertake a significant research, performance, or studio project in the final year of study in the major. The traditional senior thesis involves one or two semesters of original research and writing, culminating in a substantial paper on a research topic of the student's design. Such an effort requires that the student possess a deep understanding of the subject area, its theoretical underpinnings, and its research methodology. The student must also be able to think critically and comprehensively about the topic, and must be able to advance a well-formulated argument. Conducting a senior thesis draws on a student's past academic experience and requires considerable independent thinking and creativity, self-discipline, and effective time management.

The student is guided in this process by the thesis advisor. Many departments and programs bring thesis students together in seminar courses in which they meet regularly to discuss current literature, research methodologies, and their own progress. Many departments and programs require students to deliver formal presentations of their thesis work.

Some departments and programs offer or require thesis work that includes theatrical or musical performance, film and video production, curriculum development, community-based research, or studio art work and exhibition. Rarely, qualified students undertake a joint thesis in which two students collaborate on one project.

Several departments and programs offer alternatives to the thesis through which a senior may culminate a career at Bates, including portfolios, comprehensive examinations, or capstone research seminars. Specific information on the work required of seniors in the major fields is detailed in the catalog section for each major.

The Honors Program

The college's Honors Program promotes, develops, and recognizes work of higher quality than ordinarily required for the baccalaureate degree. The program encourages students to achieve mastery of a specific topic within the context of a major through extensive independent study and research. Honors study proceeds throughout fall and winter semesters of the senior year under the guidance of a faculty advisor; some students begin honors research in the summer preceding the senior year.

The Honors Program consists of a substantial written thesis and an oral examination on the thesis. In an alternative offered by some departments, eligible students elect a program consisting of a performance or a

project in the creative arts, a written statement based on the project, and an oral examination on the project. Examination committees include the thesis advisor, members of the major department or program, at least one faculty member from a different department or program, and an examiner from another institution who specializes in the field of study.

Honors theses become a part of the archives of the College, held on SCARAB, Bates' online repository for publications. More information is available on the [Honor's Program website](#).

Minors

In addition to completing a major, a student may elect to complete a minor in a number of disciplines. Minor requirements vary and are detailed in the introductions to the courses of instruction of the relevant departments or programs in this catalog.

Departmental and interdisciplinary program minors are offered in the following areas:

- [Africana*](#)
- [Anthropology](#)
- [Art and Visual Culture: History and Criticism](#)
- [Asian Studies*](#)
- [Chemistry](#)
- [Chinese*](#)
- [Dance](#)
- [Digital and Computational Studies*](#)
- [Earth and Climate Sciences](#)
- [Education Studies](#)
- [European Studies*](#)
- [French and Francophone Studies](#)
- [Gender and Sexuality Studies*](#)
- [German](#)
- [Greek*](#)
- [Hispanic Studies](#)
- [History](#)
- [Japanese](#)
- [Latin*](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Religious Studies](#)
- [Rhetoric, Film, and Screen Studies](#)
- [Russian](#)
- [Teacher Education](#)
- [Theater](#)

Minors marked with an asterisk (*) above represent minors that are interdisciplinary in nature. These programs are administered by a committee of faculty from within the program and from other departments within the College.

Independent Study

Independent study courses allow students to pursue individually a course of study or research not offered in the Bates curriculum during the semester (courses designated 360) or the Short Term (s50). The student designs and plans the independent study in consultation with a faculty member. The work must be approved by a Bates department or program chair, supervised by a Bates faculty member who is responsible for evaluation of the work and submission of a grade, and completed during the semester or Short Term for which the student has registered for the course. Faculty members advise independent studies voluntarily and may decline to advise an independent study course.

Independent study coursework is undertaken during the academic year, but may reflect upon summer activities. Credit, however, is awarded for work done during the academic year and the student must register for a fall independent study during the spring before the activity takes place when a summer learning experience is a substantial component of the independent study. The student must be in residence and may not complete an independent study away from campus. Students may not receive credit for employment unless there is a clearly defined academic component to the work. Academic credit is not granted for work completed under Bates summer research grant programs. Students may register for no more than one independent study course during any given semester. A student may complete only one Short Term independent study course during their Bates career. For more information, students may consult the [Registration for Independent Study form](#), available from the Office of the Registrar and Academic Systems.

Academic Policies

The Academic Calendar

The academic calendar consists of two semesters and a Short Term. The fall semester ends in mid-December and the winter semester ends in April. A three-and-a-half-week Short Term usually concludes at the end of May. First-year and all other new students must participate in new-student orientation at the end of August. Although new students register for courses prior to their arrival, they may adjust their registrations during the add/drop period. Sophomores, juniors, and seniors register during designated periods in each prior semester.

Short Term. The Short Term provides an unusual opportunity for a variety of educational programs, including those off campus, which cannot be offered in the regular semesters. These include such courses as marine biology fieldwork on the coast of Maine and immigration studies on the U.S.-Mexico border. The Short Term allows time for field projects for students in the sciences, anthropology, environmental studies, and sociology; social-service internships associated with academic departments and programs; and immersion in studio art practice, dance, theater, and laboratory science. Short Term offers an opportunity for pedagogical innovation, including practitioner-led courses taught by experts in a variety of fields and curricular redesign courses, in which students help faculty reimagine their course offerings. The term also enables faculty to teach courses in other countries. Recent off-campus Short Term courses have focused on ecology in the Galápagos Islands, literature and culture in China, sustainable urbanism in Germany, Shakespeare in London, and theater and film in Hungary.

Students may register for only one course per Short Term, and must be enrolled at Bates in either the preceding fall or winter semester in order to enroll in a Short Term course in that academic year. Students must successfully complete two Short Term courses in order to fulfill the degree requirements. A third Short Term course is optional. Each Short Term course carries 0.5 credits, which is applied to the 32.0 credits required to graduate.

Students wishing to register for a third Short Term course receive a lower registration priority than students registering for their first or second course. Short Term grades are calculated in the cumulative GPA if the course is graded with a letter grade. Students on disciplinary probation may not participate in Short Term courses with time off-campus.

Student Enrollment

All students at Bates are full-time students and, in order to make standard progress toward the degree, are expected to register for no fewer than 4.0 total credits each semester. Students may not take fewer than 3.0 credits per semester unless there are extenuating circumstances and the student secures approval from the Committee on Academic Standing. Students on a leave of absence are not considered to be enrolled during the period of the leave.

No extra tuition charge is levied upon students who register for more than 4.0 credits. Similarly, no reduction in tuition is granted to students who choose to register for fewer than 4.0 credits during any of their semesters at Bates.

Credits, Grades, and Dean's List

The Course Credit System. A student's progress toward the baccalaureate degree is measured by course credits. Courses offered in the fall and winter semesters generally carry 1.0 credit, though there are courses that carry a lower credit value.. Short Term courses carry 0.5 credit

Candidates for the baccalaureate degree must earn 32.0 credits, including 1.0 credit earned by passing two 0.5-credit Short Term courses

Grades

The faculty of the college assesses student academic performance by assigning the following grades: A, B, C, D, and plus and minus for each; and F. Quality-point equivalents for these grades are described below. A temporary grade of DEF indicates that a student has secured, through a faculty member and the Office Student Support and Accessible Education, a formal deferral for incomplete course work. Incomplete work for which deferred grades are given must be completed in a specific period of time as determined on the deferral form. The deferred grade becomes an administrative F (F#) grade if the work is not completed on time or when a faculty member does not submit a grade. The F# grade is computed in the GPA as zero quality points. The final grade, if previously deferred, includes an asterisk (*) when posted on the transcript. In cases in which the due date for course work is extended beyond the end of the semester as part of a pre-approved accommodation for a documented disability or learning difference, the final grade is not differentiated on the transcript from the grades for courses completed in the normal time frame. A grade of W indicates that a student was granted permission by the Committee on Academic Standing to withdraw from the course after the official drop date. Faculty members may choose to use Satisfactory (S) or Unsatisfactory (U) grades to assess the work of all of their students in any given Short Term course.

Repeating Courses

Students may repeat a course only if they have received a grade of F for the course or have withdrawn and received a grade of W, with the exception of certain courses which may be repeated for credit, as determined by the Committee on Curriculum Review. Course descriptions note if a course may be repeated for credit. An F grade remains in the student's grade point average even if the course is repeated.

Pass/Fail Option

Over the course of their Bates career, students may elect to take a total of two Bates courses in the fall or winter semester on a pass/fail basis, with a maximum of one course per semester. Students may not elect to take a Short Term course pass/fail. The following conditions apply:

1. Students may declare or change a pass/fail option until the final day to add a course. Students may revert from a pass/fail option to a letter grade option until the final day to drop a course.
2. Students taking a course pass/fail are not identified as such on class rosters. Faculty members submit a regular letter grade (A, B, C, D, F) to the registrar, who converts the letter grade to a pass or a fail. A grade of D-minus or above is considered a passing grade. Unless the student chooses to inform the instructor, only the student, the student's advisor, and the registrar know the grading mode the student has elected for the course.
3. Departments and programs decide whether a course taken pass/fail can be used to satisfy major and minor requirements. This information appears in catalog entry for each major and minor.

4. Courses taken pass/fail are not computed in the student's grade point average and may not be used toward General Education requirements. A pass is equivalent to two quality points.

Grade Reports

At the end of each semester and Short Term, grade reports are available for viewing on the Bates Garnet Gateway.

Course Evaluations

At the end of each semester and Short Term students are required to complete an evaluation of each course taken. Students have a limited amount of time in which to complete a web-based course evaluation, available on the Garnet Gateway. Students' grade reports are not immediately released if this requirement has not been fulfilled.

Dean's List

Based on semester grade point averages, at the conclusion of each fall and winter semester approximately the top 25 percent of students are named to the Dean's List. To be eligible, students must have completed all coursework by the end of the semester and received letter grades in at least three Bates courses. In 2023-24, a student must earn a GPA of 3.92 or higher to be named to the Dean's List.

Degree Requirements for the Class of 2025 and Beyond

Students may pursue either bachelor of arts or bachelor of science degree. Upon matriculation, all students are initially assigned to the bachelor of arts program and must declare the bachelor of science degree program with the registrar's office if pursuing that option.

When determining graduation eligibility, students are held to the curriculum and degree requirements listed in the catalog for the year in which they matriculated at Bates. If officially withdrawn and readmitted, students are held to the curriculum and degree requirements listed in the catalog in the year in which they are readmitted, or as determined by the Committee on Academic Standing upon readmission. Each student is solely responsible for completing all of these requirements.

Each candidate for graduation must complete the following requirements:

1. 32.0 course credits, including 1.0 credits earned in Short Term credit, and 64 quality points.

Short Term courses are worth 0.5 credit and students are required to complete at least two.

The following values are used to compute quality points:

Letter Grade	Quality Points	Description
A+	4.0	
A	4.0	Excellent
A-	3.7	
B+	3.3	

Letter Grade	Quality Points	Description
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Satisfactory
C-	1.7	
D+	1.3	
D	1.0	Poor
D-	0.7	
F**	0	Fail
P*	2.0	Pass
S*	1.0	Satisfactory (Short Term Only)
U*	0	Unsatisfactory (Short Term Only)
W*	0	Withdrawn

* Grade is not calculated in the Grade Point Average (GPA).

**Grade is not calculated in the GPA only when the Pass/Fail Option is elected.

2. A major field of study. Students successfully complete all prescribed work in a major, including a senior thesis or senior project, as determined by the major department or program. Students may complete a maximum of two majors. Students who wish to pursue three majors must petition the Committee on Academic Standing for permission to do so. This petition must include justification for the exception to the rule not allowing more than two majors and written support from the chairs of each of the three departments or programs in which the student intends to major.

3. Registration in each regular semester for no fewer than 3.0 credits and no greater than 5.5 credits.

4. Enrollment in courses at Bates for the final semester of the senior year. Senior work in the major field must be completed in residence.

5. General Education requirements. A full description of the [General Education requirements](#) can be found above.

6. Bachelor of science requirements. Candidates for the bachelor of science degree must complete CHEM 107A; CHEM 108A; MATH 106 or MATH 206; and PHYS 108 or PHYS S31. Students with Advanced Placement credit, International Baccalaureate credit, A-Level credit, or approved transfer credit may fulfill

the requirement for one or more of these courses using that credit. Students must declare their intention to earn the B.S. degree no later than the end of the first semester of their senior year. Courses taken pass/fail may not apply to the B.S. requirements.

7. Liberal Arts-Engineering Dual Degree Plan. After three or four years (depending on the engineering program) of full-time study at Bates, qualified students may enroll in an engineering program at Columbia University, Dartmouth College, Rensselaer Polytechnic Institute, Case Western Reserve University, or Washington University in St. Louis. Dual Degree Program majors complete all General Education requirements except the third-level writing requirement [W3]. Upon completion of this five- or six-year program, students receive both an undergraduate degree from Bates College and a bachelor of science from the engineering school affiliate. Students who wish to pursue this line of study should consult with the faculty advisor for the Dual Degree Plan within the first two weeks of their undergraduate career.

8. Academic honors. The College recognizes academic achievement through three kinds of honors: general honors, major-field honors, and Dean's List.

General honors are calculated as follows: By the start of each academic year, the registrar computes the minimum cumulative grade point average necessary to rank students in the top 2 percent, 8 percent, and 15 percent of the combined last three graduating classes. In 2023-24, students with GPAs of 3.98 or higher earn the distinction of summa cum laude; GPAs of 3.94 to 3.97, magna cum laude; and GPAs of 3.90 to 3.93, cum laude.

Thesis Out of Residence

Students who did not graduate and who are no longer enrolled at Bates but wish to satisfy an outstanding thesis requirement in order to satisfy their graduation requirements may petition the Committee on Academic Standing for permission to conduct thesis out of residence. They must first secure approval of the appropriate department or program chair and have an instructor from the department or program willing to advise the thesis. If approved by the Committee on Academic Standing, the student is registered for thesis in the semester in which the work is being completed. For 2023-24, the Thesis Out of Residence course fee is \$2,200, which is payable at the time of registration.

Satisfactory Academic Progress (SAP)

Federal law requires the college to establish standards of satisfactory progress toward the degree and to monitor each recipient of federal aid to ensure that the student is making satisfactory progress according to those standards. However, Bates applies Satisfactory Academic Progress standards to all students, regardless of financial aid status. The concept of satisfactory progress mandates the monitoring of both grade point average (GPA) — qualitative progress — and the number of credits completed — quantitative progress. The academic standing of students is reviewed twice a year: following the fall semester and following Short Term, when both the winter semester and Short Term are considered. Short Term is considered part of students' cumulative GPA when graded with a letter grade and is included when calculating good standing or probation. The Short Term GPA alone does not result in dismissal as outlined in the qualitative standards below. The Committee on Academic Standing is responsible for evaluation of students' progress, reviews students' academic standing, and evaluates petitions for exceptions to these standards, including requests for exceptions for serious illnesses or personal emergencies. The college has established these standards:

Qualitative Standards.

All Bates courses graded with a letter grade are included in a student's GPA. Student academic standing is determined as follows:

For students in good academic standing:

- If the semester GPA is below 1.0: dismissal.
- If the semester GPA is above 1.0 but the cumulative GPA is less than 2.0: probation.
- If the semester GPA is above 1.0 and the cumulative GPA is equal to or greater than 2.0: good academic standing.

For students on academic probation:

- If the semester GPA is below 2.0: dismissal.
- If the semester GPA is equal to or greater than 2.0 but the cumulative GPA is less than 2.0: probation.
- If the cumulative GPA is greater than or equal to 2.0: good academic standing.

Final semester seniors:

- Students graduate if the normal degree requirements, including courses, Short Term courses, and total grade point averages, are met. This applies to students on academic probation from the prior semester, even if they do not fulfill the normal probationary requirements for good academic standing in the second senior semester.

Dismissal.

Students who are dismissed as a result of failing to meet the qualitative standards outlined above are ineligible to return to Bates until they reestablish their eligibility after academic dismissal.

The Office of Student Support and Accessible Education informs students and their advisors about changes in academic standing. Parents are informed when students are placed on probation or are dismissed. Students may petition the Committee on Academic Standing to have the standard of academic dismissal waived after consulting with their student support advisor.

Reestablishing Eligibility after Academic Dismissal.

In order to reenroll, dismissed students must submit a petition to the Committee on Academic Standing. Dismissed students are required to spend at least one semester away from Bates and readmission is not automatic. The evidence required by the committee that the student is ready to reenroll varies but typically includes at least two transferable courses, as defined by the Bates Transfer Credit Policy, with grades of "B" or better in all courses taken, and discussion in the petition of the circumstances that led to the dismissal, experiences undertaken while away, and reasons why the poor academic performance is unlikely to be repeated.

Students who are readmitted following an academic dismissal, either through a dismissal waiver or through reestablishing eligibility, are placed on academic probation in the subsequent semester, regardless of cumulative GPA.

Students who are dismissed from the college a second time must typically spend at least one year away from Bates before petitioning to reenroll. All other standards described above apply. Readmission is not automatic.

Students who are dismissed from the college a third time are dismissed with finality and are not eligible to reenroll at Bates. In extraordinary circumstances, a student dismissed with finality may petition the Committee on Academic Standing to request that the dismissal with finality be waived.

Quantitative Standards.

A student's progress toward the baccalaureate degree is measured by credits.

Standard credit progress toward the degree is noted below. To comply with the satisfactory-progress policy, each student must successfully earn the following minimum number of semester course and Short Term course credits:

SEMESTER	STANDARD PROGRESS	MINIMUM PROGRESS
1	4.0 credits	3.0 credits
2	8.0 credits	6.0 Bates credits
3	12.0 credits	10.0 credits
4	16.0 credits	14.0 credits
5	20.0 credits	18.0 credits
6	24.0 credits and 0.5 ST credits*	22.0 credits and 0.5 ST credits
7	28.0 credits and 0.5 ST credits*	27.0 credits and 0.5 ST credits
8	32.0 credits, including 1.0 total ST credits*	32.0 credits, including 1.0 total ST credits

*Members of the Class of 2025 and beyond must complete 32.0 credits, including 1.0 total credit earned by completing two 0.5-credit Short Term courses in their four years at Bates. The Short Term requirement is waived for members of the classes of 2023 and 2024.

Non-Bates Credit

Credits transferred in from other institution(s) apply to the overall total credits necessary for graduation and will be counted as both attempted and completed hours for Satisfactory Academic Progress.

Grade Deferrals

Courses for which students have been approved for a deferral cannot be counted towards the Quantitative or Qualitative standards until the deferrals are complete and a final grade has been posted. Satisfactory Progress will be reviewed for students with approved deferrals following receipt of a final grade(s).

Repeat Courses

If a student fails or withdraws from a course and enrolls in it in a future term, both instances of the course will be considered when Satisfactory Academic Progress is calculated.

Course Withdrawals

Courses with a grade of “W,” indicating the student was granted Committee on Academic Standing permission to withdraw after the add/drop deadline, will be counted when Satisfactory Academic Progress is calculated.

Maximum Time Frame

All students, with the exception of transfer students, are expected to complete the degree in 8.0 semesters. Students are eligible to continue enrollment and receive financial aid for 8.0 full-time semesters. Any student not meeting the standards of satisfactory progress is ineligible to return to Bates or receive federal student aid.

Reestablishing Eligibility after Quantitative Suspension

The Office of Student Support and Accessible Education staff notifies students if they have not met the quantitative standards. Students are considered withdrawn until satisfactory progress is reestablished. If denied aid or permission to return because of failure to meet the quantitative satisfactory-progress policy standards, students may reestablish eligibility for federal aid by subsequently meeting the standards through transfer credit or the posting of other non-Bates credit. The Committee on Academic Standing may also readmit students who petition the committee for readmission when there are exceptional or extenuating circumstances. A student who has reestablished eligibility may be considered for aid for upcoming periods but not for periods during which standards were not met. The student support advisor, the academic advisor, and/or the registrar consult with students seeking to rectify deficiencies in grades or earned credits.

Financial Aid Eligibility

Students receiving financial assistance who are meeting qualitative and quantitative academic standards and making satisfactory academic progress (SAP) toward degree completion are considered to be in good financial standing and are eligible to receive institutional and Title IV financial assistance.

Financial Aid Warning and Probation

Students in good academic standing who receive a warning that they have insufficient credits to meet progress standards or are placed on academic probation by the Office of Student Affairs will receive a financial aid warning from the director of student financial services and will be able to continue receiving federal and institutional financial aid for one semester.

Students receiving financial aid who fail to make satisfactory academic progress after the warning period and are dismissed by the college will not be eligible to continue receiving federal and institutional financial aid unless they meet the following conditions:

- 1) Successfully appeal their dismissal, in which case they will be placed on academic probation for the following semester;

2) Successfully appeal the financial aid SAP determination, in which case they will regain their eligibility for the following semester.

The director of student financial services will notify students who receive an academic warning or are placed on academic probation in writing of their financial aid status and will outline the steps the student can take to either maintain or regain financial aid eligibility for the following semester.

Appeals

Students who believe that there are extenuating circumstances that should be considered may appeal a financial aid SAP determination by submitting a written appeal to the director of student financial services by the date provided in the director's written notice. The director, in consultation with the associate dean of students and/or the director of student support services, will evaluate each request on a case-by-case basis. Students are notified in writing of the outcome of the appeal review.

In order to appeal, the student must submit a written statement that includes:

- A narrative explanation of the extenuating circumstances (e.g. death, injury or illness of a family member, or other special circumstances) that prevented the student from meeting the minimum requirements.
- A description of the student's plan to succeed in their program of study, along with an explanation of what has changed that will allow them to meet SAP at the next evaluation point.
- Students are encouraged to submit any additional documentation that will explain their circumstances and support their appeal, including a copy of the student's academic plan, if applicable.

If an appeal is granted, the student will be eligible to receive aid on a probationary basis for one semester. The student's record is reviewed at the end of the semester to determine eligibility for the subsequent semester.

Students who fail to make progress at the end of the probation period lose their aid eligibility for the following semester. Students who meet progress standards and move to good academic standing following the end of their probation period regain their financial aid eligibility.

Additional Information. Students who fail to make satisfactory academic progress and are dismissed by the college are ineligible to receive the following types of financial aid: Federal Pell Grant; Federal Supplemental Educational Opportunity Grant (FSEOG); Federal Work-Study; Federal Direct Loan; Federal Direct PLUS Loan; Bates Grant and Bates employment. Students who receive approval from the Committee on Academic Standing to reduce their course load below 3.0 credits may be required to repay a portion of their financial assistance. Students participating in the Federal Work-Study Program are subject to termination of employment. The grades of F and DEF are not considered as successful completion of a course. A student who is suspended for unsatisfactory scholarship, or for disciplinary or financial reasons, is denied permission to continue to attend classes, enroll in subsequent terms, reside in college housing, receive Bates-funded financial aid, participate in Bates-sponsored extracurricular activities, or use facilities in ways that are not also open to the general public.

Reinstatement after Withdrawal of Dismissal

A student in good academic standing who withdraws from the college may be reinstated at the discretion of the assistant dean of students or a designee, if the reinstatement is within two years of the withdrawal and there are no outstanding financial obligations to the college. In no cases are students readmitted when they have outstanding financial obligations to the college or are past due in federal student loan repayments. A student in good standing who has withdrawn for more than two years, a student not in good standing, or a student who has been dismissed from the college must apply for readmission to the Committee on Academic Standing. Students not in good standing or dismissed must be separated from the college for at least 1 full semester, and must provide evidence of serious purpose and of academic or professional involvement. Candidates for readmission for the fall semester must submit their credentials by 1 May. Those seeking readmission for the winter semester must submit their credentials by 15 November. Students who are approved to be readmitted by the Committee on Academic Standing return with the status of Academic Probation for at least their first semester back at Bates. Academic Standing is reevaluated at the end of the first semester after readmission.

Academic Leave and Non-Bates Credit for Matriculated Students

Some students expand their Bates experience by attending other U.S. institutions, from which they may receive transfer credit according to college policy. Students who take 3 or more courses elsewhere in the United States during a semester are considered to be taking an academic leave. These students usually take courses at other universities and colleges, but courses from more specialized programs also may be transferred with prior approval. Students who wish to take an academic leave must gain approval in early February of the year preceding the leave. The approval process includes the Registrar, the student's Academic Advisor, and department or program approvals for each course to be transferred to Bates. Once an academic leave is approved, a leave of absence form must be completed electronically by the student. Following their original graduation year, the college is not able to guarantee students consecutive semesters of enrollment. Students approved to return for an additional semester or semesters are notified by 1 July during the summer following their original graduation year which semester or semesters they may enroll to complete their degree requirements. Students are given an opportunity to provide their preferences, but the college makes final decisions based on the following factors: balancing student enrollment through the fall and winter semesters, course availability, class and classroom capacity, and housing capacity. Students are not guaranteed housing beyond their original graduation year. Students enrolling beyond their original graduation year are not eligible to register for courses until their enrollment plans are confirmed by the college by 1 July following their original graduation year.

After two semesters away, students are officially withdrawn unless they have confirmed their plan to return or have been granted a leave extension by the Assistant Dean of Students for Accessible Education and Student Support.

Types of Credit

Three types of credit can be applied toward a Bates degree: a) Bates credit, earned from courses taught and/or evaluated and graded by Bates faculty; b) approved program credit, earned from courses taken while participating in a Bates-approved program administered by the Committee on Off-Campus Study; and c) non-Bates credit, earned at an institution of higher education other than Bates that meets the established

standards for transfer to Bates or credit awarded from the following standardized tests: Advanced Placement, International Baccalaureate, or A-Level examination. Only letter grades awarded by Bates faculty are computed in the student's grade point average.

Degree candidates matriculating as first-year students, either in the fall or winter semester, must earn at least 28.0 Bates credits or approved program credits. Therefore, a maximum of 4.0 non-Bates credits, including transfer credit and Advanced Placement credit, may be applied to the graduation requirement of 32.0 earned credits. Transfer students must earn a minimum of 16.0 Bates credits. They may transfer a maximum of 2.0 non-Bates credits earned after matriculating at Bates. A transfer student is defined as any student who has previously matriculated as a degree candidate at another institution.

The registrar and the department or program chair are responsible for the evaluation of non-Bates credit, subject to established guidelines. The Committee on Academic Standing may grant exceptions to the established guidelines. All non-Bates course credits awarded are equivalent to either 1.0 or 0.5 Bates credit, based on their equivalent Bates course, and 2.0 quality points toward the graduation requirements.

Non-Bates credit is evaluated based on specific requirements:

- Credit must be awarded from an official college or university transcript; from an official Advanced Placement, International Baccalaureate, or A-Level test score report; or from an official document considered equivalent to a transcript by the registrar.
- Courses must be appropriate to a liberal arts and sciences college, comparable in quality to those offered at Bates, and students must earn a grade of C or better.
- Courses taken in a college or university continuing-education or extension program must be applicable toward the bachelor of arts or the bachelor of science degree being pursued by full-time undergraduate students at that institution.
- College courses taken prior to secondary school graduation must have been taught on a college or university campus, have been graded in competition with college students, and not have been counted toward the high school degree.
- Credit must be earned at a regionally accredited non-profit institution.
- Courses taught online may transfer, as long as they are pre-approved by the respective department or program and meet all other transfer credit standards.
- Courses must be worth at least 3.0 semester hours or 5.0 quarter hours or meet a minimum of 45 class meeting hours to be eligible for transfer. When appropriate, quarter hours may be added together and multiplied by two-thirds to determine the equivalent total number of semester hours to be used toward unspecified transfer credits.
- Students may receive a maximum of 2.0 credits taken during summer sessions.
- All credits must be transferred by the beginning of the final semester of the senior year.
- Credit for Short Term courses may not be transferred from another institution.
- Students may not transfer credit into Bates that are the result of simultaneous enrollment (i.e., enrollment at another institution during a semester the student is enrolled at Bates). However, students who have a compelling reason to do so may request permission in advance by petitioning the Committee on Academic Standing. In order for such credit to transfer into Bates, approval must be given by the Committee on Academic Standing in advance of enrolling in the course.
- Students must be enrolled at Bates for the final semester of their senior year.

A student who fails to graduate by the anticipated degree date may transfer credits necessary to graduate for up to two years afterwards. After two years, the student is withdrawn automatically from the college, but may petition the Committee on Academic Standing for readmission and permission to complete the degree.

With the exception of summer courses, matriculated students who wish to receive credit for study outside the United States must have the preapproval of the Off-Campus Study Committee. They must study on a program approved by the Center for Global Education and complete their studies in accordance with the Committee's guidelines. The Off-Campus Study Committee is responsible for the award of approved program credit.

Approved Program Credit, Non-Bates Credit, and General Education

When credit is awarded as equivalent to a specific Bates course it may be used to fulfill the same requirements that the equivalent Bates course fulfills, subject to transfer credit limits. Credit without a direct Bates equivalent may count toward a General Education Concentration if it is judged by the concentration's coordinator to be comparable to a Bates course in the concentration. The writing-intensive courses ([W1], [W2], and [W3]) must be taken at Bates.

Personal Leave

In unusual circumstances, students may need to interrupt their study at the college for personal reasons or absence to pursue an internship or other nonacademic experience. Accordingly, the college permits students in good standing to request a personal leave of absence for one or two semesters through the assistant dean of students for student support services and accessible education, or their designee. A leave-of-absence form must be completed by the student. Students are encouraged to meet with a representative from the Office of the Registrar and Academic Systems. Students on a personal leave may take up to 2.0 credits elsewhere in the United States for Bates credit, subject to the transfer policies (see Academic Leave and Non-Bates Credit for Matriculated Students, above). The college guarantees reinstatement to students after the first or second semester of leave. After two semesters, students are officially withdrawn unless they have confirmed their plan to return or have been granted a leave extension by the Assistant Dean of Students for Accessible Education and Student Support.

Medical Leaves of Absence

A student may consider or be encouraged to take a voluntary medical leave in the event that physical and/or mental health concerns are significantly interfering with their ability to succeed at Bates and/or the demands of college life are interfering with the student's recovery or safety.

If a student determines that a leave would be beneficial, the student should contact the Assistant Dean of Students for Accessible Education and Student Support to complete a leave of absence form. Voluntary medical leaves are based on the recommendation of the student health support and outreach specialist or the director of counseling and psychological services and are approved by the assistant dean of students. The length of a leave is determined in conjunction with the student health support and outreach specialist or the director of counseling and psychological services, the assistant dean of students, and the student. Students may apply for a leave for one or two semesters. After two semesters, students are officially withdrawn unless they have been granted a leave extension by the assistant dean of students or their designee. Students are informed of the steps that must be taken in order to re-enroll. Indefinite leaves are not permitted.

Involuntary medical leaves are utilized only under extraordinary circumstances, when a student is unable or unwilling to request a voluntary medical leave. Such a leave may be necessary when a student's behavior is

disruptive to the college's learning environment; the student's health concerns have compromised the student's health, safety, or academic success; or the behavior poses a direct threat to the safety of one or more members of the college community. Before an involuntary leave is considered, efforts are made to encourage the student to take a voluntary leave. Procedures for considering an involuntary medical leave are available on the Office of Student Affairs website.

Any student taking a medical or personal leave is advised to meet with representatives from the Office of the Registrar and Academic Systems and Student Financial Services. Some educational loan repayments may begin if a student takes a leave. Students who wish to take courses elsewhere during their leave should consult the transfer credit policies. Students may contact the registrar with any questions related to the transfer of course credit.

Confidentiality of Education Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the following:

1. FERPA affords the right to inspect and review the student's education records within forty-five days of the day the college receives a request for access. A form to request access to records is available from the Office of the Registrar and Academic Systems. The registrar makes arrangements for access and notifies the student of the time and place where the records may be inspected.
2. FERPA affords the right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student may ask the college to amend a record that is believed to be inaccurate or misleading. The student should write the request to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. The registrar consults with the appropriate college official, and if the college decides not to amend the record as requested by the student, the college notifies the student of the decision and advises the student of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided when the student is notified of the right of hearing.
3. FERPA affords the right to provide written consent before the college discloses personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to college officials, or officials of institutions with which the college has consortial agreements, with legitimate educational interests. A college official is a person employed by Bates in an administrative, supervisory, academic, or support-staff position (including Campus Safety and Health Services staff); a volunteer, company, or contractor outside of the college who performs an institutional service or function for which the college would otherwise use its own employees and who is under the direct control of the college with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as the Committee on Student Conduct, or assisting another college official in performing administrative tasks. A college official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.
4. FERPA affords the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5901.

Bates reserves the right to refuse to permit a student to inspect those records excluded from the FERPA definition of education records and to deny transcripts or copies of records not required to be made available by FERPA if the student has an unpaid financial obligation to the college or if there is an unresolved disciplinary action against the student. Fees are not assessed for search and retrieval of the records, but there may be a charge for copying and postage.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use. As of 3 January 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records including Social Security

number, grades, or other private information may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities may allow access to records and PII without student consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to education records and PII without student consent to researchers performing certain types of studies. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without student consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information that they obtain from other federal or state data sources, including workforce development and migrant student record systems.

The Office of the Registrar and Academic Systems makes available copies of the federal regulations and the institutional policy on educational records as well as additional information about the Family Educational Rights and Privacy Act of 1974.

Directory Information

At its discretion, Bates may provide "directory information" in accordance with the provisions of FERPA. Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Bates identifies the following as directory information: name; Bates identification (ID) number; class; address (campus, home, and e-mail); username; telephone listings; major and minor fields of study and General Education concentrations; participation in officially recognized sports, extracurricular activities, and global education programs; dates of attendance; degrees, honors, and awards received from the college; and individually identifiable photographs and electronic images of the student solicited or maintained directly by Bates as part of the educational record.

Students wishing to block the disclosure of directory information should contact the Office of the Registrar and Academic Systems for additional information.

Academic Resources and Programs

Global Education Programs

The college provides extensive semester and yearlong off-campus study opportunities through which approximately 60 percent of juniors study each year. These programs can greatly enrich student academic and personal development by providing engagement with different cultural and educational settings, opportunities for field research and, in many cases, immersive language study. Opportunities include the Bates Fall Semester Abroad (FSA) programs led by Bates faculty; semester and year long study programs at universities across the globe; summer study abroad opportunities; and exchange programs at Spelman and Morehouse colleges. In addition, students in all classes may participate in Bates faculty-led off-campus Short Term courses. These opportunities are administered by the Center for Global Education according to policies set by the faculty and the Committee on Off-Campus Study. Students earn Bates credit for courses taught or overseen by Bates faculty and approved program credit for study on other approved programs. Students may earn a maximum of four approved-program credits per semester and may apply a maximum of 8 approved-program credits toward their Bates degree. Further information on off-campus study/global education opportunities and policies is available at the Center for Global Education.

Students interested in studying off campus for an academic year or a semester should first review the Center for Global Education website, meet with an advisor in the Center for Global Education, consult with their faculty advisor, and the chair of their major department or program. Students must register by the first Thursday of February in the academic year before the off-campus study experience. The college requires a balanced number of prospective off-campus students between the fall and winter semesters at the February registration deadline. If too many students apply to study off campus in a given semester, students are selected according to criteria established by the Committee on Off-Campus Study and may be required to switch semester.

With the exception of summer courses, matriculated students who wish to receive credit for a semester or a year of study outside the United States or for affiliated domestic programs in the United States must have the preapproval of the Committee on Off-Campus Study and their major department or program. Students must study with an approved program and complete their studies in accordance with the Committee's guidelines. The faculty has established additional guidelines, below, to encourage participation that is most supportive of students' overall academic experiences at Bates. A student may petition the Committee on Off-Campus Study for an exception to these requirements. Students must have a 2.5 cumulative GPA at the time of application. A student may become ineligible if the GPA drops below 2.5 during the application process or after registration. Registration as a four-year student, including residence at Bates during the sophomore year, is required. Language skills greatly contribute to the academic and social experience in non-English-speaking settings. Therefore, students are required to have completed the equivalent of at least two years of college-level language study prior to study abroad in French-, German-, or Spanish-language settings. In Chinese-, Japanese-, and Russian-language settings, the equivalent of at least one year of college-level study is required. Prior language study is not required elsewhere, but students must include language study, ancient or modern, as part of their course work. Students on disciplinary probation or suspension may not participate in the college's global education programs. This includes programs and courses led by Bates faculty and

programs sponsored by academic institutions and study-abroad program providers for which approved program credit is awarded by Bates.

Bates Fall Semester Abroad (FSA) participants pay the full Bates single fee. All other students pay their respective program costs directly, plus an off-campus study fee to Bates, which is 7 percent of the single fee for each semester of study. Costs are calculated by the program and are the responsibility of the individual student. However, federal, state, and Bates financial aid is available, subject to the student's financial need and based on the estimated program expenses. Bates students may enhance their experience by applying for external grants and for the Barlow Host-Country Enrichment grants. In addition, students may apply for funding from the Stark Endowment for Summer Language Study to continue their foreign language study during the summer following the semester or academic year abroad.

Bates Learning Associates Program

Central to a Bates education are the intense and deep relationships formed between faculty and students, and the quality of learning that results from sustained contact between teacher and learner. To complement the focus and depth of intellectual exploration among students and faculty, the college has established the Bates Learning Associates Program, which brings to campus experts in many fields who hail from Maine and around the world. Learning associates help students and faculty by offering new meanings and perspectives to a subject. Learning associates may be on campus for a day, a week, several weeks, or may have a "virtual residence," working with students electronically, critiquing research methodology or results, or reading emerging senior theses. These experts expand the knowledge available to students and faculty, challenge the neatness of discipline-based academic thinking, and provide rich contexts for translating ideas into action in the real world. Each year a variety of learning associates work with students in a range of disciplines within the humanities and social sciences. Recent contributors have included the only transsexual woman on active duty in the Brazilian Navy; a distinguished theater company specializing in combining puppets with music, actors, and visual imagery; a sculptor and educator; and a renowned scholar of African American and twentieth-century American literature and the Harlem Renaissance.

Student Research

The Bates faculty is dedicated to helping students develop as scholars; therefore, significant emphasis is placed through the curriculum on individual research, including artistic production. In their first year, students participate in a first-year seminar, a small class in which the development of critical thinking, concise writing, and other research skills is emphasized. Methodology courses and advanced seminars offer further research training in a specific discipline. Many students undertake independent study courses in order to explore in depth a subject of particular interest. Each summer, many students undertake research independently or in collaboration with a Bates faculty member. Together research and writing experiences prepare students for the senior thesis, required in most departments and programs, for the Honors Program, for graduate study, and for careers.

Support for Research during the Academic Year and the Summer

The college encourages students to pursue research associated with courses, independent studies, and the senior thesis or senior project. Funds are available through competitive grant programs that provide financial assistance for student research. Bates faculty members are active in scholarly research and often offer qualified students the opportunity to work with them as research assistants during the summer. These

opportunities offer wages rather than academic credit and are available directly from faculty researchers funded through faculty grants. The Office of the Dean of the Faculty also manages a number of student summer research fellowship programs which support off-campus fieldwork, artistic work, or research at Bates or another institution. Information on summer research opportunities is available on the [Student Research Website](#).

Presenting Research and the Mount David Summit

Bates students should be able to effectively communicate their scholarship and defend the results of their research. Students are encouraged to present their research at regional, national, and international meetings. They also have many opportunities to present their academic work on campus at events throughout the year. The largest on-campus research forum is the Mount David Summit. Each year near the end of the winter semester, the college community gathers for this campus-wide event honoring academic and artistic achievement. In concurrent sessions students present research posters; short talks on research or community engagement; and artistic work, including poetry and fiction writing, film, theater, performance art, music, and the visual arts. Students from all class levels and all disciplines are encouraged to take part; the audience includes students, faculty, staff, parents, prospective students, alumni, donors, and the general public. Find out more on the [Mount David Summit website](#).

Community-Engaged Learning

Community-engaged learning is a signature component of a Bates education, providing opportunities for students to deepen their knowledge of course content and the wider world while collaborating with off-campus partners to address community-identified needs. In community-engaged learning courses and research, students develop self-awareness and a range of skills and capacities, including communication, collaborative problem solving, and cross-cultural understanding. More than fifty Bates courses each year include some form of mutually beneficial collaboration among students, faculty, and community partners.

The mission of the [Harvard Center for Community Partnerships](#) is to advance the college's commitment to cultivating informed civic action through reciprocal and sustained partnerships that connect the college and the community. Established in 2002, the Harvard Center builds on a legacy of innovative, rigorous community-engaged learning at Bates. It serves as a clearinghouse for faculty, staff, and students interested in community-engaged learning or research projects, and for community organizations, schools, and government agencies that seek to engage the college. It sponsors community projects in areas as diverse as basic social services; education; literacy programs; municipal government; environmental education and advocacy; health and mental health services; public art, music, dance, and other cultural projects; and legal advocacy. The center also coordinates Bates' volunteer, democratic engagement, and community work study opportunities in the Lewiston-Auburn community.

Specific student programs of the Harvard Center include the Community Outreach Fellows Program, the Bonner Leader Program, the Bates Civic Action Team, the Bonner Racial Justice Fellowship, and the Community-Engaged Research Fellows Program. The center also oversees a number of grant programs for students, faculty, staff, and community partners, during both the academic year and the summer. Find more information about those opportunities can be found at the [Harvard Center's website](#).

Bates Center for Purposeful Work

Preparing students for lives of meaningful work lies at the heart of the liberal arts mission. The Bates Center for Purposeful Work helps students discover the joy and power that arise from aligning who they are with what they do, by helping students identify and cultivate their interests and strengths and providing opportunities for them to acquire the knowledge, experiences, and relationships necessary to pursue their aspirations with imagination and integrity. Purposeful Work has curricular and co-curricular aspects and takes a four-year, developmental approach to working with students. Informed by this philosophy, students emerge from Bates equipped to make intentional decisions about their work, selves, and how the two relate.

The staff of the Center for Purposeful Work provide a wealth of resources including individualized and group career counseling and workshops, job shadows, internships, career-interest assessments, employment listings, access to alumni career advisors, graduate and professional school advising, and links to job and career information through the Bates Center for Purposeful Work. Students are encouraged to use the Center for Purposeful Work beginning in their first year in order to integrate their academic, career, and personal goals into rewarding and purposeful careers.

Through Purposeful Work Infusion courses, many faculty infuse their teaching with exercises that expose students to diverse types of work, questions of identity and purpose, and consideration of the meaning of work. These exercises help students see the connection between academic fields and possible career paths. Practitioner-Taught courses offer opportunities for students to explore more practical and applied areas of study than are available within the core liberal arts curriculum. Practitioners, often Bates alumni, teach applied knowledge and skills in their field of expertise. Students explore worlds of work, enhance their practical skills, and expand their professional network, contributing to their career exploration and preparation for future work. More information can be found at the [Bates Center for Purposeful Work website](#).

Peer Learning Commons

The Peer Learning Commons (PLC) at Bates is located on the Ground Level of Ladd Library. The PLC houses two learning support centers: the Student Academic Support Center (SASC) and the Student Writing and Language Center (SWLC). SASC provides peer tutoring in mathematics, statistics, computational studies, the quantitative social sciences, and the natural and physical sciences; it also provides support in learning skills and learning strategy development. The SWLC provides writing support to students across the curriculum, but with a particular focus on writing in the First-Year Seminar (W1), inter/disciplinary and field-specific writing (W2), and the senior thesis/capstone (W3); it also provides support for entry- and mid-level language courses.

Student Academic Support Center (SASC)

The Student Academic Support Center offers a variety of services for students seeking assistance with courses involving mathematics, statistics, programming, quantitative social sciences, the natural and physical sciences, and any course involving quantitative reasoning. At SASC, we believe learners are empowered through collaboration built upon a foundation of mutual respect. As such, SASC provides a space for students to study, do homework, and review course materials in a supported environment. We strive to equip students with the skills and strategies to take ownership of their learning and achieve success. SASC offers drop-in tutoring, workshops, and other learning support programs. In addition, Course-Attached Tutors

(CATs) are embedded in each section of the introductory-level courses with highest demand for support. CATs offer one-on-one and small group appointments, facilitate structured help sessions, and attend some class meetings. One-on-one appointment-based tutoring is also available. Our tutoring services are designed to enhance understanding, reinforce key concepts, and provide valuable practice opportunities. Our tutors are trained to focus not only on course content but also on cultivating the problem-solving skills and course-specific strategies essential for success. In addition to providing subject-specific content support, SASC also provides comprehensive support for developing effective learning strategies such as time management, note-taking, and study strategies. Detailed information regarding tutors, drop-in hours, scheduling appointments, events, and workshops can be found on the [SASC website](#).

Student Writing & Language Center (SWLC)

The Student Writing & Language Center (SWLC), located in the Peer Learning Commons on the ground floor of Ladd Library, provides one-on-one and small group tutoring on a drop-in or appointment basis for all Bates writers and language-learners at any stage of the writing or language-learning process. The SWLC's mission is to empower students in becoming more effective writers, language-users, communicators, thinkers, and learners by providing a supportive environment for idea generation, collaboration, drafting, writing, reading, revising, editing, studying, speaking, and presenting. SWLC tutors are Bates students trained to listen to and guide their peers in using writing and language to achieve students' personal and academic goals. Every first year student has access to a W-CAT, or Course Attached Tutor for Writing, who is specifically trained and available to support them in their First Year Seminar (W1) as they make the difficult transition to college level reading, writing, and thinking. For writers further along in their journey, the SWLC provides support and events for writing in the inter/disciplines and for field-specific writing (W2), as well as writing at the senior thesis and capstone level (W3). In addition to writing assignments in any course, the SWLC provides support for speaking assignments and oral presentations, and for graduate school and grant applications. We also offer help for students wishing to practice and improve their speaking, reading, or writing in any language taught at Bates College, including English, Spanish, French, Japanese, Chinese, Russian, German, Latin, and Greek. Information on tutors, hours of operation, scheduling appointments, and events and workshops is available on the [SWLC website](#).

Places for Learning and Scholarship

Information and Library Services

Information and Library Services (ILS) supports the mission of the College with reliable and responsive information and technology resources, services, and programs to meet the evolving needs of the College community. ILS helps students, faculty, and staff embrace the continuous change that prevails in technology use, information access, and communications media. Library services are provided in the George and Helen Ladd Library, which addresses the general curricular and research needs of the College; and in the Edmund S. Muskie Archives and Special Collections Library, which houses the archives, manuscripts, rare books, and other special collections of the College.

In addition to a robust technology infrastructure for all manner of academic and administrative work, there are three specialized computer labs: the Visualization Studio in Coram Library which specializes in GIS, 3D printing, and the visual representation of data; the Digital Media Studios in Pettigrew Hall, supporting multimedia and video production; and the Language Resource Center in Roger Williams Hall, which supports language and other humanities programs. More information is available on the [ILS services website](#).

The Library

The George and Helen Ladd Library provides books, periodicals, sound and video recordings and other library materials in print and electronic formats, as well as access to online databases and other resources essential for student and faculty research. The library offers a physical learning environment conducive to individual and group study and research, and provides easy access to information in a variety of formats. The Library includes nearly 950 study spaces, all with wireless network access. More than 600 seats have electric power for charging portable devices. A fully equipped instruction room and staffed reference area are located on the main floor. Group study is encouraged on the two lower floors, in the first floor Academic Resource Commons, and in the third floor Salter Room, which is equipped with a screen-sharing system. Otherwise, the upper two floors are reserved for quiet study.

The [Library's website](#) provides access to the Colby, Bates, and Bowdoin (CBB) combined library catalog and all electronic resources licensed by Bates. Ladd Library functions as the primary point of service, with access, research, and technology services centrally located. In addition to individual consultation, research librarians provide instruction for classes and other groups of students on research skills and library and other information resources.

In all, the library contains some 600,000 cataloged volumes in print and more than 38,000 audio and video recordings. It provides access to thousands of sources of information online, including more than 70,000 periodicals and 700,000 electronic books, sound and video resources. CBB libraries together constitute a combined collection of more than two million volumes. The three college libraries collaborate closely to plan and build these collections, providing faculty, students, and staff the systems to use CBB resources before searching elsewhere. The Bates identification card allows Bates students, faculty, and staff to borrow materials from the Bowdoin and Colby libraries. Through the MaineCat statewide catalog and interlibrary loan, Bates users may initiate loan requests for materials at other academic and public libraries nationwide.

Archives and Special Collections

The Edmund S. Muskie Archives and Special Collections Library fosters research and scholarship by encouraging access to Bates College records and other historical materials by students and faculty, as well as scholars from the community at large. These collections enable students from Bates and elsewhere to perform historical research using primary documentary material. The collections have three major divisions: the *Bates College Archives*, the Manuscript Collections, and the Rare Book Collection.

The *Bates College Archives* serves as the official repository of records, publications, photographs, honors theses, oral histories, and other materials of permanent administrative, legal, fiscal, and historical value. It documents the history of the College from its founding in 1855 to the present.

The Manuscript Collections contain materials related to the history of Bates College, including papers of faculty members, alumni, and student work. Because of its roots as a Freewill Baptist institution, the library collects materials related to Freewill Baptist organizations and individuals. The Edmund S. Muskie Papers include almost all the extant records documenting the life and work of Edmund S. Muskie (1914–1996), a 1936 Bates graduate who dominated Maine politics from the mid-1950s to 1981. Serving as governor, senator, and Secretary of State, Muskie became a national leader for environmental protection, government reform, and fiscal responsibility.

The Rare Book Collection includes publications created by and pertaining to the Freewill Baptists in Maine and New England; nineteenth-century French history and literature; fine-press books published in Maine; Judaica; nineteenth-century books on natural history, particularly ornithology, and publications by Bates faculty and alumni.

Technology Services

Information and Library Services (ILS) provides a technology-rich environment in support of the mission of the College, which includes hardware, software, consultation, instruction, and information resources to faculty, students, and staff. ILS also provides many employment opportunities for students in which they can develop or enhance technology, communications and other work skills.

All faculty, students, and staff are assigned credentials that allow secure access to Bates computers and network services, including wireless and wired ports, on-line services, mail, calendar, printing, network storage, software, videoconferencing and proxy service for access to on-campus services and numerous library research databases from anywhere in the world. All members of the College community must comply with the Bates College Computer Use Policy.

Garnet Gateway

Bates offers faculty, students, and staff transactional services through a secure online site, Garnet Gateway. Students use Garnet Gateway to view their schedule, grades, and transcript; register for courses; view their progress toward degree requirements; view their financial aid award; complete course evaluations; declare their major(s), minor(s) and General Education concentration(s); elect student officers; evaluate study-abroad programs; nominate faculty for teaching awards; obtain enrollment verifications; and request official transcripts.

Faculty members use Garnet Gateway to view course rosters; report student grades; schedule courses; manage their advising responsibilities; receive student course evaluations; and express preferences for classroom

location and equipment. Faculty and staff members, as well as student employees, use [Garnet Gateway](#) to access payroll, tax, and other employee information.

Academic Technology

Bates students and faculty members use technology extensively in their learning, research, and teaching. This is made possible by a wide range of services and facilities. There are more than 175 workstations clustered at Carnegie Science Hall, the Coram Visualization Studio, Hedge Hall, Ladd Library, Pettengill Hall, Pettigrew Hall, and Roger Williams Hall. All classrooms and the majority of event and meeting spaces have high-speed network connections, computers, and digital projection. Special facilities include interactive classrooms with large video screens for group instruction and videoconferencing, screen-sharing, classroom and presentation capture systems, plotters, 3-D printers, scanners, and digital editing machines for producing broadcast-quality video and audio. Academic technology staff consult closely with faculty and students on designing, building, and supporting a variety of projects for teaching, learning, and scholarship. More information can be found at the [Curricular Research Computing website](#).

Digital Media Studios

The Digital Media Studios, located in the ground floor of Pettigrew Hall, comprise a suite of specialized studio and lab spaces with an expert staff to help students and faculty explore creative uses and production of traditional and emerging digital media. The studios include three private video editing suites, a radio interview studio, a flexible studio space, and an instructional lab. Additional resources allow for live broadcasts and remote recordings. The tools and facilities within the Digital Media Studios are used across academic disciplines, and are designed to encourage, emphasize, and explore the collaborative connections among teaching, learning, storytelling, the arts, and interpersonal communication in a modern digital world.

Laboratories

Laboratories and studios for student and faculty use are located throughout the campus. Biology, chemistry and biochemistry, earth and climate sciences, environmental studies, neuroscience, and physics teaching and research laboratories are housed in the Bonney Science Center, Carnegie Science Hall, and Dana Chemistry Hall. Astronomy students and faculty use the Stephens Observatory with its 0.32-meter reflecting telescope and the Spitz A-3 planetarium projector, also located in Carnegie. Archaeology and psychology laboratories are housed in Pettengill Hall.

The departments of French and Francophone Studies, Hispanic Studies, German and Russian Studies, and the Program in Asian Studies (Chinese and Japanese) use the Language Resource Center in Roger Williams Hall. The center is equipped with computers, a document camera, and multi-region players with video projection for classroom instruction. The lab is also outfitted with cameras and video recording equipment for capturing activities in the context of courses.

Resources for the Arts

Schaeffer Theatre, a 300-seat proscenium-style space, is the mainstage venue for the Department of Theater and Dance, and the summer home of the Bates Dance Festival. The Department of Theater and Dance also presents student work and offers studio courses in the more intimate facilities of the Gannett Theater and the Martin Andrucki Black Box Theater. The Marcy Plavin Dance Studios are located in Merrill Gymnasium.

The Olin Arts Center provides the Department of Music with music studios and rehearsal rooms for individuals and groups, a sound laboratory for digital composition, and classrooms for lecture courses. The acoustically exceptional 300-seat concert hall is the site of performances ranging from student thesis recitals and concerts by Bates musicians to special appearances by internationally known performers.

The Olin Arts Center is home to the Department of Art and Visual Culture and its studios and classrooms for painting, drawing, printmaking, photography, and ceramics, as well as art history classrooms. The building also houses the Bates College Museum of Art, which presents exhibitions and programs in its three galleries and holds a permanent collection of more than 7,000 objects, including the Marsden Hartley Memorial Collection.

The Bates College Museum of Art

The Bates College Museum of Art is an integral part of the intellectual and cultural life of the college and the region. The Museum of Art brings art and ideas to Bates, Lewiston-Auburn, and Maine through exhibitions ranging from work by artists of national and international prominence to the annual Senior Thesis Exhibition. Through the permanent collection, educational programming, scholarly publications, and internships, the Museum of Art serves as a laboratory for deep exploration, intellectual study, and creative discovery.

The Museum's temporary exhibitions, permanent collection, and extensive programming are aligned with and integrated into academic disciplines across the curriculum. Recent interdisciplinary exhibitions have explored the art of the Anthropocene, the multimedia art of Vanessa German, shaman art of Vietnam, and astrophotography. Co-curricular programming infuses art into the cultural and social life of the college and region. The permanent collection provides students and visiting scholars opportunities for longer term study and close examination of works of art and material culture. Programming includes tours, lectures, gallery talks, and workshops by visiting artists and scholars. Internships in many areas of museum work are available for students each year. Education and outreach programs connect exhibitions and collections to area K-12 students and their families, and support curricula focusing on art, writing, and visual literacy.

Exhibition and public programs are free and open to the public. More information can be found on the [Bates College Museum of Art website](#).

Bates-Morse Mountain Conservation Area and Shortridge Coastal Center

Bates manages 574 acres of undeveloped Maine coastline for conservation, education and research purposes. Lying between two tidal rivers near the end of the Phippsburg peninsula, the Bates-Morse Mountain Conservation Area (BMMCA) includes salt marshes, barrier dunes, mature spruce-fir forest, and rare pitch pine forest. Granite ledge outcrops offer panoramic views of the Gulf of Maine and a narrow road offers walk-in access to the largest undeveloped barrier beach in the state.

The college conducts educational programs, scientific research, and literary study consistent with conserving the ecological and aesthetic values of the property. Current and ongoing research led by Bates faculty is focused on salt marsh responses to sea level rise, carbon cycling and methane in marsh systems and forest ecology. Visiting scientists study salt marsh nesting birds in the context of sea level rise and changing migration patterns of shore birds. Public visitation is also permitted, with over 20,000 visitors annually.

The Shortridge Coastal Center is located within two miles of the BMMCA. It provides housing for coastal researchers, students, and artists during the summer months and a setting for course work and for student, faculty, and staff gatherings during the academic year. The center sits on nearly seventy-acres of granite outcrops and forested wetlands, including a large freshwater pond. The property is part of a large block of adjacent undeveloped and conserved lands owned by the Town of Phippsburg and the Phippsburg Land Trust. In collaboration with this land trust, the college helps maintain several miles of trails that connect approximately 300 acres of protected land.

Both the Shortridge Coastal Center and BMMCA provide a base of operations for faculty-student research projects and other partnership activities between the college and state agencies, nonprofit organizations, and the Phippsburg community. Recent partnerships with Phippsburg include educational programs with the Phippsburg Elementary School, collaborative work on climate adaptation with town officials, and a summer research residency, funded by the Small Point community, to support ongoing projects and monitoring by Bates faculty and students as well as management of the BMMCA. Requests by faculty and student groups to reserve the use of Shortridge may be made through the [event management system](#).

Departments and Programs

Africana

Professors Chapman (Music), Fra-Molinero (Hispanic Studies), Nero (Rhetoric, Film, and Screen Studies), and Pickens (English, chair); Associate Professors Houchins (Africana) and Otim (History); Assistant Professors Banks (Biology), Ellasante (Gender and Sexuality Studies), and Medford (Sociology); Visiting Assistant Professor Rubin (Anthropology)

The Program in Africana encompasses the study of world making in Africa and its global diaspora. The program faculty embrace a progressive interdisciplinary approach, foregrounding Blackness, white supremacy, and anti-blackness. Courses emphasize the dynamics of unequal power, the production of culture and aesthetics, and the formation of personal and group identity. The program aims to enrich knowledge of the peoples of Africa and its global diaspora, whether in conditions of freedom or unfreedom. Students of Africana work to understand race as an intersectional concept constituted by gender, sexuality, ability, and class, among other social locations, as well as the global movement of ideas, including secular practices, intellectual traditions, religion and spirituality, and social formations of African-descended peoples. Africana prepares students for a range of careers, including research and teaching, public policy, law, advocacy and community work, and artistic production and curation. Effective in 2019-20, the Program in Africana superseded the long-established Program in African American Studies.

The chair of Africana provides a list of courses offered each year. Because of the interdisciplinary nature of the program, students should 1) consult regularly with the chair or a faculty advisor to ensure that their program has both breadth and depth and 2) devise programs of study approved by the chair or a faculty advisor by the fall semester of the junior year.

Thesis advisors are chosen by each student, in consultation with the chair, according to the subject matter of the thesis.

More information is available on the [Africana program website](#).

Major Requirements

The major in Africana requires ten courses and a thesis. Courses taken for the major must include those listed below.

1. Introductory course(s)

Complete at least one course from the following:

- AFR 100 Introduction to Africana
- ANTH100 African Perspectives of Justice, Human Rights, and Renewal

OR

Complete at least two courses from the following:

- AFR 162 White Redemption: Cinema and the Co-optation of African American History
- AFR 249 African American Popular Music
- ANTH 207 Race, Racism, and Redress
- AVC 288 Visualizing Race
- EDUC 242 Race and Justice in American Education
- FYS 468 Beyond Nelson Mandela: Themes and Personalities in South African History

2. Methods of Inquiry

Complete the following course:

- AFR 250 Interdisciplinary Studies: Methods and Modes of Inquiry

3. Gender

Complete at least one course designated with the (Africana: Gender) attribute.

Courses outside Africana include:

- AVC287 - Gender and Visual Culture
- AVC345 - Trans Studies in the Politics of Visibility
- FYS494 - Lorraine Hansberry and James Baldwin: Young, Gifted, Black, and Queer
- GSS100 - Introduction to Gender and Sexuality Studies
- GSS202 - Queer and Trans Sports Studies
- GSS301Z - Intersectionality and Feminist Social Movements

4. Blackness from a Historical Perspective

Complete at least one course designated with the (Africana: Historical Perspective) attribute.

Courses outside Africana include:

- FYS468 - Beyond Nelson Mandela: Themes and Personalities in South African History
- GSS301Z - Intersectionality and Feminist Social Movements
- HIST287 - History of East Africa
- HIST294 - The Revolutionary Black Atlantic, 1770-1840
- HIST299 - White Supremacy: An American History
- HIST301F - African Nationalism and Decolonization
- MUS247 - History of Jazz
- REL272 - Islam in the Americas

5. Diaspora

Complete at least two courses designated with the (Africana: Diaspora) attribute.

Courses outside Africana include:

- FYS468 - Beyond Nelson Mandela: Themes and Personalities in South African History
- HIST287 - History of East Africa
- HIST294 - The Revolutionary Black Atlantic, 1770-1840
- HIST301F - African Nationalism and Decolonization
- REL272 - Islam in the Americas

6. Seminar

Complete one Junior-Senior Seminar.

7. Senior Thesis

Complete at least one course from the following:

- AFR 457 Senior Thesis
- AFR 458 Senior Thesis

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

The chair of Africana provides a list of courses offered each year. Because of the interdisciplinary nature of the program, students should 1) consult regularly with the chair or a faculty advisor to ensure that their program has both breadth and depth and 2) devise programs of study approved by the chair or a faculty advisor by the fall semester of the junior year.

Minor Requirements

A minor in Africana allows students to develop a basic foundation in the field and to complement the perspective and modes of analysis offered in their major area of study.

The minor in Africana requires six courses. Courses taken for the minor must include:

1. Introductory course(s)

Complete at least one course from the following:

- AFR 100 Introduction to Africana
- INDS 100 African Perspectives on Justice, Human Rights, and Renewal

OR

Complete at least two courses from the following:

- AF/MU 249. African American Popular Music.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AM/AN 207. Race, Racism and Redress.
- AM/AV 288. Visualizing Race.
- BIO 128. Out of the Sea.
- ED/SO 242. Race, Cultural Pluralism, and Equality in American Education.
- FYS 468. Beyond Nelson Mandela: Themes and Personalities in South African History.

2. Gender

Complete at least one course designated with the (Africana: Gender) attribute.

Courses from other departments and programs include:

- AV/GS 287. Gender and Visual Culture.

- AV/GS 345. Trans Studies in the Politics of Visibility.
- FYS 494. Lorraine Hansberry and James Baldwin: Young, Gifted, Black, and Queer.
- GSS 100. Introduction to Gender and Sexuality Studies.
- GSS 202. Queer and Trans Sports Studies.
- INDS 301Z. Race and U.S. Women's Movements.

3. Diaspora

Complete at least one course designated with the (Africana: Diaspora) attribute.

Courses from other departments and programs include:

- AM/RE 272. Islam in the Americas.
- FYS 468. Beyond Nelson Mandela: Themes and Personalities in South African History.
- HIST 287. History of East Africa.
- HIST 294. The Revolutionary Black Atlantic, 1770-1840.
- HIST 301F. African Nationalism and Decolonization.
- HIST s21. Crime and Punishment in Africa.

4. Seminar

Complete one Junior-Senior Seminar.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Course Offerings

AFR 100 Introduction to Africana

This interdisciplinary course introduces students to the discipline and examines the literature, history, arts, material culture, as well as sociological, political, economic, and philosophical perspectives of the experiences of people of African descent in the Americas. The course sheds light on the relationship between the past and the present in shaping Black world making, especially in the Americas. Four themes guide the direction of the course: fragmentation, exclusion, resistance, and community.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C026, C037, C041, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AFR 105 Africa: Special Topics in African History, 1500-1900

For many observers, the history of Africa begins with European colonization. What about the period prior to colonization? This introductory survey of African history from 1500 to 1900 covers the social, political, cultural, and economic life of sub-Saharan peoples. Topics include African kingdoms, the transatlantic and the Indian ocean slave trades, the expansion of European power after the abolition of the slave trade, Islamic reforms, and the spread of Christianity. The course not only introduces students to a range of historical events in the continent, but also highlights how some of these events shaped other parts of the world.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 105

Instructor: Otim, Patrick

Instructor Permission Required: No

AFRE 107 Religion, Race, and Resistance: From Black Secularism to Black Power

This course explores religion's complex and contested influence on over four centuries of changing Black freedom struggles in the U.S. context. In particular, this course argues that freethought – a term that encompasses atheism, agnosticism, nonbelief, and religious skepticism, among other epistemologies and ontological frameworks – has provided a powerful yet underconsidered intellectual and philosophical basis for historical and contemporary organized Black resistance to white supremacy.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Petrella, Christopher
Instructor Permission Required: No

AFR 114 Introduction to African American Literature I: 1600-1910

This introductory course traces the development of a distinct African American literary tradition from the Atlantic Slave Trade to 1910. Students examine music, orations, letters, poems, essays, slave narratives, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition?

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037
Department/Program Attribute(s): (Africana: Historical Persp.)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): ENG 114
Instructor: Pickens, Theri
Instructor Permission Required: No

AFR 115 Introduction to African American Literature II: 1910-Present

This introductory course traces the development of a distinct African American literary tradition from 1910 to the present. Students examine music, orations, letters, poems, essays, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition? This course is a continuation of African American Literature I, which considers literary production before 1910.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C041
Department/Program Attribute(s): (Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): ENG 115
Instructor: Pickens, Theri
Instructor Permission Required: No

AFR 119 Cultural Politics

This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives particular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013, C037, C038, C040, C041, C061, C083
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)
Class Restriction: None

Cross-listed Course(s): AMST 119
Instructor: Beasley, Myron
Instructor Permission Required: No

AFR 162 White Redemption: Cinema and the Co-optation of African American History

Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement.

Modes of Inquiry: [CP], [HS]
Writing Credit: None
GEC(s): C019, C026, C036, C037, C040, C041, C055, C057, C061
Department/Program Attribute(s): (Africana: Historical Persp.)
Class Restriction: None
Cross-listed Course(s): RFSS 162
Instructor: Nero, Charles
Instructor Permission Required: No

AFR 201 Race, Ethnicity, and Feminist Thought

This course focuses on race, ethnicity, and national power at their intersections with gender. Acknowledging the realities of white supremacy and patriarchy, students develop their understanding of these systemic and interlocking oppressions, while exploring the resistance to such oppressions that continues to give rise to critical feminist theory. Using a range of transdisciplinary perspectives, students examine the work of BIPOC feminist scholars and activists and encounter modes of critical and liberatory theorizing that productively challenge notions of what constitutes theory. Additionally, students practice ongoing self-reflection, or awareness of their own positionality and the ways it affects their journey through the course.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C038, C041
Department/Program Attribute(s): (Africana: Gender)
Class Restriction: None
Cross-listed Course(s): GSS 201
Instructor: Ellasante, Ian-Khara
Instructor Permission Required: No

AFR 202 Coming of Age While Black

This course proceeds from the premise that coming of age while Black is fraught with the dangers created by a system of anti-black surveillance. Students examine "coming-of-age" memoirs and films that began during the era of the U.S. civil rights movement in the 1950s. Typically, the films and memoirs in this sub-genre feature a young Black protagonist, often a teen, navigating, sometimes successfully but not always, a world defined by intersecting oppressions created by race, class, gender, sexuality, and/or colonial identity.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C019, C037, C041
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: None
Cross-listed Course(s): RFSS 202
Instructor: Nero, Charles
Instructor Permission Required: No

AFR 203 Imagining Africa Through Film

In 2022 the films *The Woman King* and *Black Panther: Wakanda Forever* present divergent perspectives on Africa and Africans, with one centering a historical account of a West African Kingdom and the other presenting a fictional presentation of the continent. These films are the newest addition to a canon of Hollywood films that have “imagined” the continent for American viewers for almost 100 years. In this course students will view films about Africa and then use historical materials to interrogate the ways the American studio system crafted an image of the continent that is both ahistorical and anachronistic. As a class we will struggle with how our perceptions of time, space, and history are created, and consider what possible purpose(s) these fictions of Africa serve. This course is an approved elective for the History and Africana Studies majors and minors and the Film and Documentary Studies minor.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C022
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): HIST 203
Instructor: TBA, Staff
Instructor Permission Required: No

AFR 221 Sociology of Immigration

Since the passage of the Immigration and Nationality Amendments of 1965, the United States has received millions of immigrants from virtually every part of the world. The magnitude of these recent immigrant flows has reshaped the demography of the nation. But the magnitude of the flows is only part of the story. Today’s immigrants are extremely diverse, ethnically, culturally, and racially. Students explore sociological approaches to immigration as they discuss, debate, analyze, and critique academic, political, and mainstream articulations of immigration processes in the United States.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Africana: Diaspora)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): SOC 221
Instructor: Medford, Marcelle
Instructor Permission Required: No

AFR 223 Survey of Literatures of the Caribbean

This course examines the literatures of the African diaspora in the Caribbean and the Caribbean diaspora in Canada, the United States, the United Kingdom, and France. Some texts are drawn from Anglophone authors such as Lamming, Anthony, Walcott, Brodber, Danticat, Lovelace, Brathwaite, NourBese (Philip), Hopkinson, and Dionne Brand; others, from Francophone and Hispanophone writers, including Guillen,

Carpentier, Condé, Chamoiseau, Depestre, Ferré, Santos-Febres, and Morejón. The course places each work in its historical, political, and anthropological contexts, and introduces students to a number of critical theories and methodologies with which to analyze the works, including poststructural, Marxist, Pan-African, postcolonial, and feminist. Recommended background: AFR 100 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 223

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 227 #BlackLivesMatter

This course examines the history of the #BlackLivesMatter movement. It examines invisibility and spectacle in black death, voyeurism, and the destruction of the black body in the new public square. Is it true that black lives are more easily taken and black bodies destroyed with less legal consequence than others? What are the ways in which black lives do not matter? This course analyzes media coverage and debates on social media about black death. Students place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C013, C026, C037, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AMST 227

Instructor: Shepard, Cassandra

Instructor Permission Required: No

AFR 228 Black Women and Modern America

This course introduces students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. Students examine the social, political, and economic meaning of freedom for women of African descent. Furthermore, students explore how Black women shaped the cultural, social, and political development of the United States as Black Feminists, Nationalists, Integrationists.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): GSS 228, HIST 228

Instructor: TBA, Staff

Instructor Permission Required: No

AFR 233 Literary Representations of the Africana Religions

Using the literatures of African and African-descended peoples, this course examines the religions-traditional/indigenous, Christian, Islamic, and so-called "syncretic"-from the continent and the diaspora. The selected works may represent the religious traditions, rituals, and practices of the Yoruba, Shona, Asante, Tswana, as well as African Independent Churches, Rastafari, and followers of Vodun, Santería, Candomblé, and related religions. Students approach texts-novels, short stories, dramas, films and poems-as literary productions and not just media to convey information about the religions they represent. This course is also attentive to contexts; students examine the sacred symbol systems represented as well as the historical era depicted and the literary traditions and cultures that produce them. Recommended background: course work in Africana or religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 233

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 236 Race Matters: Tobacco in North America

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 236, HIST 236

Instructor: Plastas, Melinda

Instructor Permission Required: No

AFES 239 Anti-Blackness and the Environment

This course interrogates the link between anti-Blackness and the environment. It examines how race, power, and environmental risk converge to create environmental racism, which disparately impacts Black communities. This is a conundrum of the Anthropocene: those who cause the least pollution experience its effects the most. Students explore this dynamic while paying attention to how communities fight back and demand justice. They also consider the role this dynamic plays in our current climate crisis and what it implies for the responsibility and possibilities of repair.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shepard, Cassandra

Instructor Permission Required: No

AFR 242 Passing/Trespassing

This course examines the rhetoric of containing black bodies in cinematic and literary narratives. In passing narratives light-skinned people move across racial lines supposedly fixed by biology, custom, and law. In trespassing narratives black persons enter spaces denoted as white by law or custom. This course calls attention to fear, fantasy, punishment, and resistance as ongoing dimensions of race and white supremacy. Recommended background: at least one course with race as a central topic.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C037, C040, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): RFSS 242

Instructor: Nero, Charles

Instructor Permission Required: No

AFMU 249 African American Popular Music

The history of the twentieth century can be understood in terms of the increasing African-Americanization of music in the West. The rapid emergence and dissemination of African American music made possible through recording technologies has helped to bring about radical cultural change: it has subverted received wisdoms about race, gender, and sexuality, and has fundamentally altered our relationship to time, to our bodies, to our most basic cultural priorities. This course explores some crucial moments in the history of this African-Americanization of popular music and helps students develop an understanding of the relationship between musical sound and cultural practice.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037, C040, C041, C061, C080

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

AFR 250 Interdisciplinary Studies: Methods and Modes of Inquiry

Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AMST 250, GSS 250
Instructor: TBA, Staff
Instructor Permission Required: No

AFR 252 Contemporary Issues in Dance

This course focuses on current dance works and some of the issues that inform contemporary dance practices. Discussions include the ways in which choreographers, performers, and societies confront matters of political climate, cultural diversity, entertainment, globalization, and the politicized human body in dance.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C009, C041, C055, C061
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): DANC 252
Instructor: Koepke, Tristan
Instructor Permission Required: No

AFTH 254 Black Theater and Performance in America

In this course students explore a neglected corner of American theater history. Through scholarly texts, plays, and multimedia, students learn about the important contributions African Americans have made in the field of theater and analyze the development of Black performance onstage. They also examine the social and political issues that affected the development of the plays, the theater companies, and the performers involved, and they consider how this work developed under the shadow of white supremacy. Students are expected to develop critical arguments on the various topics covered in the course and develop their own theatrical aesthetic. Prerequisite(s): one course in Africana, English, or theater.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C011
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Odle, Clifford
Instructor Permission Required: No

AFR 255 Black Poetry

How does the African American poetic tradition specifically contribute to the literary canon of African American literature and larger conceptions of American and global literature? This course is both an introduction to Black poetics and a deep exploration. The course considers so-called basic questions (e.g., What are Black poetics?) and more sophisticated questions (e.g., How do Black poetics transform the literary and cultural landscape?). Students read a variety of authors who maneuver between intra- and inter-racial

politics, including such canonical authors as Langston Hughes and Nikki Giovanni, and less well-known authors such as Jayne Cortez and LL Cool J.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 255

Instructor: Pickens, Theri

Instructor Permission Required: No

AFR 259 Contemporary African American Literature

This course introduces students to contemporary African American literature. They explore literature written after 1975, considering a range of patterns and literary techniques as well as consistent themes and motifs. Students read a mix of canonical and less well-known authors. This course requires a nuanced, complicated discussion about what encompasses the contemporary African American literary tradition. Prerequisites(s): one 100-level English course. Recommended background: course work in American studies, Africana, or English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 259

Instructor: Pickens, Theri

Instructor Permission Required: No

AFR 265 The Writings of Toni Morrison

This course surveys the writing of Nobel laureate Toni Morrison. Texts are selected from her novels, essays, children's literature, and drama; they also include criticism written about her work. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 265

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 267 Blood, Genes, and American Culture

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the

emergence of new forms of biological citizenship. Recommended background: course work in biology and/or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 267, GSS 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

AFEN 268 Survey of Literatures of Africa

This course explores folklore, myths, and literary texts of the African continent. These include works written by Anglophone authors such as Achebe, Soyinka, Ngugi, Vera, Njau, Aidoo, Nwapa, Head, Cole, Mda, Abani, Okorafor, and Atta; those drawn from oral traditions of indigenous languages transcribed into English, such as *The Mwindo Epic* and *The Sundiata*; and those written by Lusophone and Francophone authors including Bâ, Senghor, Liking, Neto, Mahfouz, Ben Jelloun, and Kafunkeno. The course contextualizes each work historically, politically, and anthropologically. Students are introduced to a number of critical theories and methodologies with which to analyze the works, such as poststructural, Marxist, Pan-African, postcolonial, and feminist. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C038, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 269 Narrating Slavery

This course examines selected autobiographical writings of ex-slaves; biographical accounts of the lives of former slaves written by abolitionists, relatives, or friends; the oral histories of ex-slaves collected in the early to mid-twentieth century; and the fiction, poems, and dramas about slaves and slavery (neo-slave narratives) of the last hundred years. Students consider these works as interventions in the discourses of freedom-religious, political, legal, and psychological-and as examples of a genre foundational to many literary works by descendants of Africans in diaspora. The course surveys early works written by slaves themselves, such as broadsides and books by Jupiter Hammond, Frederick Douglass, and Harriet Jacobs; dictated biographies such as those by Esteban Montejo, Mary Prince, and Sor Teresa Chicaba; and fictional works inspired by the narratives, such as texts by Toni Morrison, Gayl Jones, Charles Johnson, Michelle Cliff, Sherley Ann Williams, and Colson Whitehead. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 269
Instructor: Houchins, Sue
Instructor Permission Required: No

AFHI 301E African Slavery in the Americas

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came not for freedom but as human property, facing a lifetime of bondage for themselves and their offspring. Far from being the "peculiar institution" that whites in the U.S. South called it, slavery existed throughout the Americas before its abolition in the nineteenth century. By reading contemporary scholarship and examining such primary sources as music, letters, autobiographies, and material artifacts, students gain a sense of the ways Africans and African Americans survived and influenced an institution that sought to deny their humanity.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C038, C041, C066
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Hall, Joseph
Instructor Permission Required: No

AFR 301E Black Struggles against American Slavery

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came as human property, but they insisted on their freedom. Because slavery shaped the American hemisphere, this seminar takes a broad look at the histories of Africans and African Americans in the United States, Haiti, Brazil, and parts of western Africa. Students will better understand the ways that Black struggles against slavery shaped and continue to shape the Americas. They will also develop their skills as historical researchers and writers, including how to address the challenges of reading records that often obscure Black humanity. We do this work through careful reading of contemporary scholarship as well as primary sources such as music, letters, autobiographies, and material artifacts.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C038, C041, C066
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): HIST 301E
Instructor: Hall, Joseph
Instructor Permission Required: No

AFHI 301Q Rebellion and The Archive: Studying Enslaved People's Resistance

Through revolts and rebellions, enslaved people fundamentally challenged the social order of plantation societies and attempted to bring alternatives into view. This seminar is organized thematically to approach

key topics and methodological challenges, including the African context of enslaved people's politics, the role of rumor and communication networks, and the gendered politics of revolt. Centered on these issues, this seminar engages students in writing histories from below, of trying to understand the lives and experiences of enslaved people, their practices, strategies, and political ideas, in a context where many surviving records are from the perspective of oppressors. Recommended background: prior coursework in Africana or history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

AFR 302 Black Feminist Activist and Intellectual Traditions

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 302, GSS 302

Instructor: Houchins, Sue

Instructor Permission Required: No

AFGS 303 Birthing while Black

This course explores the complex and intense history of Black reproduction in the United States and abroad. Students examine the social value of Black life both during and after enslavement. They mine contentious topics such as welfare caps, compulsory sterilization, abortion access, and the disparate experiences of Black mothers in the U.S. healthcare system that have led to maternal death rates twice the national average. The course considers both the ordinary experiences of Black women birthing as well as the sensationalized experiences of mothers such as activist Erica Garner, athlete Serena Williams, and pop icon Beyoncé.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C048, C065

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Shepard, Cassandra
Instructor Permission Required: No

AFR 304 Decolonization

This course mines the topic of justice while explicitly focusing on the concept of decolonization. In doing so, it identifies various iterations of coloniality, such as colonialism, settler colonialism, and postcolonialism. It traces decolonial sentiment through previous anti-colonial and anti-imperial movements. It then examines the multiple conceptualizations of decoloniality that are determined to sever colonial ties. In doing so, the course allows students to envision decolonial futures.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C041, C059
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AMST 304
Instructor: Shepard, Cassandra
Instructor Permission Required: No

AFR 305 Art, Power, and Politics

An anthropological examination of the relationship among art, power, and politics. What can the artistic works of various societies say about their worlds that other creations cannot? What claims can art make about the workings of power, and what artistic techniques does power itself employ? Students consider these and other questions from a number of different perspectives, including the politics of perception, the place of art in modern life, the artistry of terror, the art of protest and propaganda, and the dream of building a beautiful regime. Recommended background: familiarity with classical social theory, especially Marx, is encouraged but not necessary. Prerequisite(s): one course in Africana, American studies, anthropology, art and visual culture, or gender and sexuality studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C027, C041
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AMST 305, ANTH 305
Instructor: Rubin, Josh
Instructor Permission Required: No

AFR 306 Queer Africana: History, Theories, and Representations

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora. While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and

gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 306, GSS 306

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 307 Spaces of Black Liberation

This course examines Black Feminisms in the Americas through an anthropological lens. Using decolonial frameworks, students engage with media created by Black womxn with an emphasis on Brazil and the United States. They analyze how Black communities exercise everyday forms of resistance through knowledge sharing, communal care, art (music, visual and performance), refusal, abolition, and other forms of social and political activism. Prerequisite(s), which may be taken concurrently: one course in Africana, anthropology, gender and sexuality studies, or sociology. Recommended background: coursework in the humanities or social sciences. Crosslisted in Africana, Anthropology, and Gender and Sexuality Studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

AFR 308 Black Resistance from the Civil War to Civil Rights

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 308, HIST 301G

Instructor: TBA, Staff

Instructor Permission Required: No

AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes, Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HISP 309, LALS 309

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

AFR 325 Black Feminist Literary Theory and Practice

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afra-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 325, GSS 325

Instructor: Houchins, Sue

Instructor Permission Required: No

AFR 352 Re-Writing, Re-Reading Lovecraft: Race in Mid-Century America through Popular Media

The course uses the recent HBO series *Lovecraft Country*, an American horror drama developed by Misha Green based on the 2016 novel of the same name by Matt Ruff, to examine African American urban life during the era of Jim Crow. Students view the series and also read some of the white supremacist texts of Lovecraft and the revision of those works by Ruff. Students put these fictional representations in historical context by reading about and conducting research on some of the major historical, sociological, and economic studies about the period. They also listen to music and read some of the literary works of the time. Recommended background: course work in Africana, film studies, gender and sexuality studies, or literature.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Houchins, Sue
Instructor Permission Required: No

AFR 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

AFR 390 Afro-Latinoamérica

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C016, C038, C041, C059
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): HISP 390, LALS 390
Instructor: Fra-Molinero, Baltasar
Instructor Permission Required: No

AFSO 395N Immigrant Racialization

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing

accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Prerequisite(s): INDS 250 or SOC 205. Recommended background: SOC 204.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Medford, Marcelle

Instructor Permission Required: No

AFR 395T African American Literary Criticism

This seminar takes as its premise that black literature engages with and reflects parts of the world in which it is produced. In this course, students sort through the various conversations authors and critics have with each other. They read canonical authors and less well-known figures in an effort to tease out the nuance present in this body of work. Each text is paired with another in a form of dialogue. These exchanges are not set, so it is up to students to understand how the texts speak to each other. Literary criticism requires us to think through privilege, citizenship, capitalism, intraracial dynamics, gender and sexual dynamics, and political movements. The course theme may vary from year to year (e.g., disability, literature of the left, black queer studies).

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C019, C037, C085

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395T

Instructor: Pickens, Theri

Instructor Permission Required: Yes

AFR 457 Senior Thesis

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Students register for AAS 457 in the fall semester. Majors writing an honors thesis register for both AAS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AFR 458 Senior Thesis

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Students register for AAS 458 in the winter semester. Majors writing an honors thesis register for both AAS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AFR S14 Disaster, Displacement, Diaspora

This course examines how natural and social disasters cause dislocation and forced displacement in Black and indigenous communities. Students consider the natural and manmade calamities that cause movement and migration, and analyze how communities survive such shifts by refashioning old notions of home and by keeping community bonds strong while settling in new spaces.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shepard, Cassandra

Instructor Permission Required: Yes

AFR S15 Queer and Trans Reproductive Justice

This course engages the conceptual framework of reproductive justice, as defined by Black feminists, and its principles: the right to parent, the right not to parent, the right to parent in healthy and safe communities, and the right to bodily sovereignty, which includes the right to sexual autonomy and gender self-determination. Students in this course investigate notable convergences between reproductive justice movements and a range of queer and trans rights movements to mark the makings of dynamic coalitions. Topics also include the origins and evolutions of reproductive justice, queer and transgender history in the United States, LGBTQ+ family formation, reproductive healthcare, and trans fertility. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): GSS100, GSS201, OR AFR201.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS S15

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

AFHI S22 Marronage: Escaping Slavery, Forging Freedom

In slaveholding societies throughout the Americas, enslaved people escaped bondage and formed fugitive communities in swamps, mountains, and at the fringes of plantations. Some societies were modest in population and duration; others included thousands and have lasted to the present. Known as marronage, this practice represented a challenge to the ruling order and a reminder of possibility to enslaved people nearby. This course uses case studies of maroons in Panama, Jamaica, and Brazil to explore this practice of resistance, its practitioners' visions of freedom and its contemporary use as metaphor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

AFR S22 Black Masculinities: Masculinity in Twentieth Century Black America

With the rise of Donald Trump and the #MeToo Movement debates about hyper, toxic, and positive masculinity dominated American media. Fights over the role of men and manhood in an evolving American community have created what some are calling a “crisis of masculinity.” For African Americans debates over Black men’s masculinity and the “dangers” it presents have been central to the American discourse since the era of enslavement but became more complex and complicated during the Twentieth Century. In this course students will explore the development of Black masculinity during the 1900s. They will examine how the larger society framed Black manhood and the ways Black men negotiated those definitions. Furthermore, the class will seek to understand how Black men framed their own masculinity through discussions of class, sexuality, the evolving role of the Black man within the Black family.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS S23, HIST S22

Instructor: TBA, Staff

Instructor Permission Required: No

AFR S41 Black Genealogies

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST S41, ENG S41

Instructor: Houchins, Sue

Instructor Permission Required: No

American Studies

Professors Bruce (Religious Studies), Chapman (Music), and Rice-DeFosse (French and Francophone Studies); Associate Professor Beasley (American Studies, chair); Assistant Professors Evans (Dance), Garrison (Politics), and Shrout (Digital and Computational Studies); Visiting Lecturer Petrella (American Studies)

What does it mean to be “an American?” How does our understanding of American culture, and our relation to it, differ depending on historical context, social position, and the interpretive and ideological perspectives we bring to bear? American studies pursues these questions using a variety of interdisciplinary approaches, texts, performance, and material culture as points of departure for a wide-ranging exploration of American culture. While it focuses on the United States, American studies situates the United States in a wider transnational context. In particular, American studies explores the various ways that institutions, values and practices shape, maintain, and challenge relations of power. American studies courses are designed to elucidate what has been rendered socially invisible.

Such discussions interrogate realities and discourses that have been deemed natural in order to expose their socially contingent character. Through their critical engagement with race, gender, sexuality, social class, disability, and other sites of identity, and with their own relation to them, students interrogate the meaning of belonging, privilege, and exclusion. Current American studies courses focus on cultural geography and cultural politics, borderlands, diasporas, film and media, gender, history, literature, music, performance, queer theory, and race theory.

More information is available on the [American Studies department website](#).

Major Requirements

1. Introduction and Methods

Complete all of the following courses:

- AMST 119 Cultural Politics
- AMST 200 Introduction to American Studies
- AMST 250 Interdisciplinary Studies: Methods and Modes of Inquiry

2. 300- or 400-level AMST Course

Complete at least one 300- or 400-level course (excluding AMST 457 and AMST 458) in American Studies, or cross-listed with American Studies.

3. Additional Courses

Complete six additional courses drawn from the American Studies (AMST) course offerings, or cross-listed with American Studies.

American studies is a diverse body of interdisciplinary intellectual inquiry. This allows students to engage and direct their area of specialization in consultation with their program advisor. Below are some optional suggestions for areas of specialization within American studies.

- 1) Identity and intersectionality
- 2) Indigenous and decolonizing studies

- 3) Performance
- 4) Power and structure
- 5) Material culture

Courses Outside American Studies:

- ENG114 - Introduction to African American Literature I: 1600-1910
- RFSS162 - White Redemption: Cinema and the Co-optation of African American History
- GSS201 - Race, Ethnicity, and Feminist Thought
- MUS249 - African American Popular Music
- ENG259 - Contemporary African American Literature
- AFR265 - The Writings of Toni Morrison
- AFR269 - Narrating Slavery
- HIST301E - Black Struggles against American Slavery
- MUS212 - How Music Performs Culture: Introduction to Ethnomusicology
- ANTH333 - Culture and Interpretation
- AVC287 - Gender and Visual Culture
- AVC361 - Museum Internship
- AVC374 - Methods in the Study of Art and Visual Culture
- DANC250 - Dance Histories of the United States
- AVC377A - Picturesque Suburbia
- EDUC231 - Perspectives on Education
- EDUC242 - Race and Justice in American Education
- EDUC380 - Education, Reform, and Politics
- ENG121G - Asian American Women Writers
- ENG143 - Nineteenth-Century American Literature
- ENG152 - American Writers since 1900
- ENG241 - Fiction in the United States
- FYS300 - Exploring Education through Narratives
- FYS381 - Visualizing Identities
- FYS393 - Music and DiY Culture
- FYS419 - Tobacco in History and Culture
- FRE208 - Introduction to the Francophone World
- GSS100 - Introduction to Gender and Sexuality Studies
- PLTC155 - Gender, Power, and Politics
- SOC270 - Sociology of Gender
- SOC340 - Poverty, Policy, and Social Inclusion
- HISP327 - Gendered Experiences in the Américas Borderlands
- HISP224 - Protest and Justice
- HIST140 - Origins of New Nations, 1500-1820
- HIST142 - The United States in the Twentieth Century
- HIST181 - Creating Latin America: A History
- LALS272 - Revolution! Debating Mexico
- HIST279 - The Age of Revolution: Latin American Edition
- HIST301Y - The Spanish Inquisition
- MUS247 - History of Jazz

- MUS248 - Music in Contemporary Popular Culture
- PLTC115 - U.S. Political Institutions and Processes
- PLTC215 - Political Participation in the United States
- PLTC230 - The U.S. Congress
- PLTC249 - Politics of Latin America
- PLTC310 - Public Opinion
- PSYC210 - Social Psychology
- PSYC371 - Prejudice and Stereotyping
- REL100 - Religion and Film
- REL216 - American Religious History, 1550-1840
- REL217 - American Religious History, 1840-Present
- REL247 - City upon the Hill
- REL270 - Religion and American Visual Culture
- RFSS260 - Lesbian and Gay Images in Film
- RFSS265 - The Rhetoric of Women's Rights
- RFSS391B - Presidential Campaign Rhetoric
- SOC250 - Privilege, Power, and Inequality

4. Senior Thesis

Complete at least one course from the following:

- AMST 457 Senior Thesis
- AMST 458 Senior Thesis

Pass/Fail Policy

Pass/Fail may not be applied to the four required courses. There are no restrictions on the use of the Pass/Fail option for other courses taken for the major.

Course Offerings

AMAN 112 Production and REproduction: Experimental Archaeology Lab

This lab-based course provides an introduction to archaeology and inference. Students design individual experimental archaeology projects that include background research, hypothesis, test expectations, methods, intellectual merit, and broader impacts. During the course, students carry out their research, followed by a series of revisions and retesting. This hands-on course provides holistic engagement in research design, western-scientific methods, quantitative and qualitative analysis, interpretation, redesign, and connection to scholarly and general public interests. Recommended background: ANTH 103.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AMST 119 Cultural Politics

This course examines the relationship of culture to politics. It introduces the study of struggles to acquire, maintain, or resist power and gives particular attention to the role culture plays in reproducing and contesting social divisions of class, race, gender, and sexuality. Lectures and discussion incorporate film, music, and fiction in order to evaluate the connection between cultural practices and politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013, C037, C038, C040, C041, C061, C083

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AFR 119

Instructor: Beasley, Myron

Instructor Permission Required: No

AMST 125 Critical Perspectives on Sport and Society

This course explores the connections between sports and a broad range of anthropological concerns, including colonialism, resistance and domination, race, and gender. Students consider questions such as: Why do we play the sports we do? Why are sporting performances socially significant, and how have groups and political regimes used this significance to suit their needs? What can teams, players, and brands tell us about how we (and others) see the world? Addressing topics from cricket in the Caribbean to boxing in Chicago, students reappraise conventional sporting narratives and use sports to analyze the social and historical conditions in which they occur. In doing so, students think critically about their own sporting experiences and develop a deeper and subtler understanding of the ways that societies make sports and sports make societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 125

Instructor: Rubin, Josh

Instructor Permission Required: No

AMST 141 Rise of the American Empire

During the nineteenth century, the United States experienced one of the most dramatic political transformations in world history, rising from an imperiled post-revolutionary state to become a global empire. This course examines the diverse experiences of those who lived through this era of dizzying change and confronted the forces that shaped a restless nation: slavery, capitalism, patriarchy, expansionism, urbanization, industrialization, and total warfare. Whether fighting for recognition or resisting the encroaching state, they struggled over the very meaning of American nationhood. The outcome was ambiguous; its legacy is still being contested today.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C057, C064

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 141

Instructor: Baker, Andrew

Instructor Permission Required: No

AMST 200 Introduction to American Studies

This course introduces students to the different methods and perspectives of cultural studies within an American context. Students consider the separate evolution of American studies and cultural studies in the academy, and how cultural studies provides a lens through which to investigate dynamic American identities, institutions, and communities. Of particular concern is how differences such as race, gender, class, ethnicity, and sexuality are constructed and expressed in diverse settings, and how they connect to the deployment of power.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Beasley, Myron

Instructor Permission Required: No

AMST 203 Cultural and Creative Expressions of the American Indian

This course examines American Indian expression and settler colonialism in North American through a lens of Tribal Critical Theory and Critical Race Theory. The course establishes an understanding of settler-colonialism and its functions and impacts, including federal "Indian policy," the development of hegemonic control of all facets of American Indian society and its overreaches regarding tribal affiliation, racial tensions,

land allocation, subsistence rights, and access, and their many intersects. Students consider dominant narratives, aided by critical theories, including hypotheses of the "peopling of the Americas," and the way in which the dominant hegemonic narrative has established regional histories and experiences of North American Indigenous/Native/First Nations people with persistent implications.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 203

Instructor: Cleveland, Marcus

Instructor Permission Required: No

AMST 204 Native American Governance: Economies, Land, and Judicial Reforms

The course examines the diversity of governing models that exist in Native American communities. Students consider the effects of settler colonialism and its ongoing implications for economic development, land ownership, and judicial reforms. Specifically, the course highlights organizational models of resistance constructed by Native American communities against mainstream American society.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cleveland, Marcus

Instructor Permission Required: No

AMAN 207 Race, Racism, and Redress

Recent events in the United States and around the globe have prompted a re-examination of the role of race in contemporary life. Since its inception, anthropology has been concerned with questions of human origins, diversity, and community. In this course, students examine the origins of racial thought, its transformation over time, and the ways race and intersecting identifications shape everyday life. Through ethnographies of global cultures, students explore how race takes form and meaning in different contexts. Throughout, they learn how to think critically about their own identities and beliefs and engage with strategies for redress.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lyon, Jacqueline

Instructor Permission Required: No

AMST 210 Technology in U.S. History

Surveys the development, distribution, and use of technology in the United States drawing on primary and secondary source material. Subjects treated include racialized and gendered divisions of labor, militarism and colonial dispossession, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): GSS 210, HIST 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

AMST 211 U.S. Environmental History

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): ENVR 211, HIST 211

Instructor: Hall, Joseph

Instructor Permission Required: No

AMST 214 Election! Religion, Race, and American Politics

America is a nation that prides itself on religious diversity but has been deeply shaped by Christianity. Americans claim to support a separation of church and state but also call the United States a Christian nation. In light of the 2016 presidential election, understanding these tensions is crucial. This course examines religious and political issues that will shape the 2016 election while grounding contemporary debates in their historical context. Students analyze speeches, debates, court cases, and visual and popular culture sources as well as scholarly articles on how religion and politics shape each other. Assignments include a community-engaged learning project. Recommended background: familiarity with American history, 18th century to the present.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 214

Instructor: Goodwin, Megan
Instructor Permission Required: No

AMST 216 Indigenous American Photography

The practice of photography has a complicated history with regards to Indigenous American communities and cultures. The extensive photographs of Indigenous Americans created by Edward Curtis even now hold sway over America's collective imaging of Indigenous American culture. And yet the late twentieth and early twenty-first centuries are rich with photographs of Indigenous Americans, representing themselves through the medium, new and vibrant ways of seeing, understanding, and representing Indigenous American cultures and histories. In this course, we begin with an overview study of how the process of colonization (specifically as it occurred in the nineteenth and twentieth centuries, the era after the invention of photography), deployed the camera and photography to assert discursive control over Indigenous Americans. From that painful history, we move into study of the later twentieth century and early twenty-first century studying lens-based photographic and filmic works of contemporary Indigenous American artists. The goal of the course is to explore and better understand how the photographic image, as leveraged by Indigenous Americans, redresses and decolonizes the social landscape of our United States, and to honor the art works of these photographers.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ANTH 216
Instructor: TBA, Staff
Instructor Permission Required: No

AMEN 219 Reconstruction Then and Now

In the present moment of enormous unrest and upheaval, this course revisits another: Reconstruction, the period of political and cultural rebuilding that followed the end of slavery. Students consider Reconstruction not only as a moment of unprecedented historical change, but also as a narrative problem. How did writers and filmmakers of the late nineteenth and early twentieth century represent the momentous shift from slavery to freedom? How were conventional genres and formal strategies from romance to tragedy and from marriage plots to flashbacks used to tell wildly divergent stories about this contentious period in U.S. history? And how have more recent writers and filmmakers taken up what often seems the unfinished business of Reconstruction? Prerequisite(s): one English course.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: R, E, DL)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Carmody, Todd
Instructor Permission Required: No

AMAN 222 Archaeology and Colonial Entanglements in North America

An introduction to the archaeology of North America throughout the past 20,000 years and earlier. Students examine current archaeological hypotheses of the "peopling of the Americas," and construct the most likely model based on their command of the literature and an independent critical analysis supporting their own hypothesis. Students review and reconcile the archaeological past with indigenous concepts such as oral histories and origin stories, challenging and expanding their world view to include non-Western concepts. The course applies critical theory perspectives, including indigenous-feminist and postcolonial theories, to assess the colonial process that archaeology has at times unwittingly imposed on North American native peoples.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C025, C041, C045, C059, C066, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AMST 227 #BlackLivesMatter

This course examines the history of the #BlackLivesMatter movement. It examines invisibility and spectacle in black death, voyeurism, and the destruction of the black body in the new public square. Is it true that black lives are more easily taken and black bodies destroyed with less legal consequence than others? What are the ways in which black lives do not matter? This course analyzes media coverage and debates on social media about black death. Students place these discussions in conversation with the critique of race and racialized violence offered in literature, music, film and social theory.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C013, C026, C037, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AFR 227

Instructor: Shepard, Cassandra

Instructor Permission Required: No

AMST 236 Race Matters: Tobacco in North America

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): (History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 236, HIST 236
Instructor: Plastas, Melinda
Instructor Permission Required: No

AMST 240I French in Maine

An appreciation and analysis of what it means to speak French and to be "French" in the local and regional context. Students examine questions of language, ethnic identity, and cultural expression through novels, short stories, autobiographies, film, and written and oral histories. Visits to local cultural sites enhance students' understanding of the Franco-American community and its heritage as well as other French speakers. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C032, C034, C037, C038, C057, C059, C062, C068, C085
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): FRE 240I
Instructor: Rice-DeFosse, Mary
Instructor Permission Required: No

AMST 244 Native American History

A survey of Native American peoples from the centuries just before European contact to the present, this course addresses questions of cultural interaction, power, and native peoples' continuing history of colonization. By looking at the ways various First Nations took advantage of and suffered from their new relations with newcomers, students learn that this history is more than one of conquest and disappearance. In addition, they learn that the basic categories of "Indian" and "white" are themselves inadequate for understanding native pasts and presents. Much of this learning depends on careful readings of Indigenous American writers.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C041, C059, C064
Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): HIST 244
Instructor: Hall, Joseph
Instructor Permission Required: No

AMST 247 Contemporary Arab American Literature

This course studies Arab American literature from 1990 until the present. Students examine novels, short fiction, memoirs, or poetry in an effort to understand the major concerns of contemporary Arab American authors. Students are expected to engage theoretical material and literary criticism to supplement their understanding of the literature. In addition to a discussion of formal literary concerns, this course is animated by the way authors spotlight gender, sexual orientation, politics, and history. Prerequisite(s): one 100-level course in English.

Modes of Inquiry: [AC], [HS]
Writing Credit: None

GEC(s): C037, C041, C090

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): ENG 247

Instructor: Pickens, Theri

Instructor Permission Required: No

AMST 250 Interdisciplinary Studies: Methods and Modes of Inquiry

Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 250, GSS 250

Instructor: TBA, Staff

Instructor Permission Required: No

AMST 258 American Minority Religions: Goddesses, Guns and Gurus

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 258, REL 258

Instructor: Goodwin, Megan

Instructor Permission Required: No

AMHI 264 A People's History of American Capitalism

Capitalism has been a powerful engine of prosperity and disruption from the founding of the United States to the present day, but its advantages and disadvantages have not been shared equally by those whose fortunes it has indelibly shaped. Tracing more than two centuries of development and growth, this course emphasizes the social dimensions of economic transformation, centering race, gender, and ethnicity as

categories integral to understanding capitalism as both a productive and destructive force in American history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Andrew

Instructor Permission Required: No

AMST 267 Blood, Genes, and American Culture

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship. Recommended background: course work in biology and/or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, GSS 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

AMRE 270 Religion and American Visual Culture

A study of the constitutive role of visual culture in the formation of American religious traditions and the influence of religious experience on American art and mass culture. Moving from the colonial period to the present, this course examines the symbiotic relationship between American visual culture and religion in painting, photography, illustrated media, mass-produced objects, memorials, architecture, and decorative items.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

AMST 272 Islam in the Americas

This course traces the history and sociology of Islam in North and South America, from West African traditions in Brazil and Syrian immigration via Ellis Island and Buenos Aires, to the story of Malcolm X during the civil rights era, to the 2000s and the rise of millennial pop culture. Students explore the stories of

Muslims in the Americas as a lens for understanding larger research questions in American cultural studies, political science, sociology, and comparative law.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 272

Instructor: Akhtar, Ali

Instructor Permission Required: No

AMST 273 US Immigration: From the "Uprooted" to the Rise of the Immigration Regime

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the late-nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): GSS 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

AMST 276 True or False: Documentary Photography

This course examines the special expectations we have for documentary images—to tell the truth. Over the semester, students study the changing uses, definitions, and archives of documentary photography from 1839 to the present. Through lecture and discussion, students explore the ongoing nature of the documentary's core controversies involving objectivity, advocacy, and bias. While scholarly discussions of the documentary are rooted in Euro-centric assumptions about lens-based media, this course includes international practices, concepts, and histories of documentary photography, engaging with the complex relationship between photographic neutrality, racial hierarchy, and colonial control. Readings and assignments concentrate on theoretical approaches to the documentary, raising ethical questions about the medium's aesthetic practice and everyday popularity. Students utilize archival resources at area institutions and Bates college for research opportunities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): AVC 276

Instructor: Nolan, Erin

Instructor Permission Required: No

AMEN 281 Arab American Poetry

This course offers students an introduction to Arab American poetry from the early works of Khalil Gibran to the present. The course develops an appreciation of Arab American poetic forms, craft, voice, and vision within a transnational and diasporic framework. Surveying the poems and critical work of an expansive array of poets such as Lauren Camp, Hayan Charara, Suheir Hammad, Marwa Helal, Mohja Kahf, Philip Metres, Naomi Shihab Nye, Deema Shehabi, students examine the complex, personal, communal, national, cultural, historical, political, and religious realities that manifest themselves at home and elsewhere in the Arab American literary imagination. Prerequisite(s): one course in Africana, American studies, English, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pickens, Theri

Instructor Permission Required: No

AMPT 287 American Political Economy

The United States of America is the richest country in the world, but it is also deeply and increasingly unequal. This course approaches the American economy as a field of power. Students investigate the political thought traditions that animate the ideologies and institutions at the heart of the U.S. market economy. They confront the central role of transatlantic slavery in the historical construction of the American polity and the American economy alike, and the contemporary reverberations thereof. Finally, they examine phenomena such as the radical right, the progressive movement, rural underdevelopment, the declining American middle class, welfare reform, and competition for global economic dominance.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

AMAV 288 Visualizing Race

This course considers visual constructions of race in art and popular culture, with a focus on the twentieth and twenty-first centuries. General topics include the role of visual culture in creating and sustaining racial stereotypes, racism, white supremacy, and white-skin privilege; the effects upon cultural producers of their own perceived race in terms of both their opportunities and their products; and the relations of constructions of race to those of gender, class, ethnicity, and sexuality.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C036, C037, C040, C041

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Race, Sexuality, Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

AMHI 299 White Supremacy: An American History

Shaped by early conflicts with native populations and the expansion of African slavery, ideologies of white supremacy have been powerful sociopolitical forces in the making of the United States. At the same time, the concept of "whiteness" has been unstable throughout the nation's history. It has been challenged by immigration patterns and changing ideas about race, ethnicity, and citizenship. Covering more than three hundred years, this course examines the meaning of whiteness in America and considers the historical and ongoing struggles of those excluded from its privileges. Recommended background: AM/HI 141; HIST 140, 142.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C091

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Early Modern)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Andrew

Instructor Permission Required: No

AMST 302 Black Feminist Activist and Intellectual Traditions

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 302, GSS 302

Instructor: Houchins, Sue

Instructor Permission Required: No

AMST 303 Art & Social Practice

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC 303

Instructor: TBA, Staff

Instructor Permission Required: No

AMST 304 Decolonization

This course mines the topic of justice while explicitly focusing on the concept of decolonization. In doing so, it identifies various iterations of coloniality, such as colonialism, settler colonialism, and postcolonialism. It traces decolonial sentiment through previous anti-colonial and anti-imperial movements. It then examines the multiple conceptualizations of decoloniality that are determined to sever colonial ties. In doing so, the course allows students to envision decolonial futures.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 304

Instructor: Shepard, Cassandra

Instructor Permission Required: No

AMST 305 Art, Power, and Politics

An anthropological examination of the relationship among art, power, and politics. What can the artistic works of various societies say about their worlds that other creations cannot? What claims can art make about the workings of power, and what artistic techniques does power itself employ? Students consider these and other questions from a number of different perspectives, including the politics of perception, the place of art in modern life, the artistry of terror, the art of protest and propaganda, and the dream of building a beautiful regime. Recommended background: familiarity with classical social theory, especially Marx, is encouraged but not necessary. Prerequisite(s): one course in Africana, American studies, anthropology, art and visual culture, or gender and sexuality studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C027, C041
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 305, ANTH 305
Instructor: Rubin, Josh
Instructor Permission Required: No

AMST 308 Black Resistance from the Civil War to Civil Rights

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C041
Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 308, HIST 301G
Instructor: Baker, Andrew
Instructor Permission Required: No

AMST 329 Politics of Place: Global Perspectives on American Art

The American art history has historically neglected the Islamic world. Yet, the long-standing relationship between the fields of American and Islamic art demonstrates a history of encounter and exchange. By examining the transnational circulation of modernisms across the Atlantic, this class highlights implicit biases in both fields. It explores an insidious Islamophobia and present-day Orientalism in American art, and investigates a deeply-rooted belief in the history of Islamic art that 18th and 19th centuries were an age of stagnation, and decidedly unmodern. More specifically, by putting these two art histories into conversation, students will learn that the cross-cultural circulation of modernisms is critical our understanding of American art. Course lecture and discussion will follow historical case studies, emphasizing the intersection of national frameworks and imperial contexts—many of which still today engineer a neo-Orientalist fervor in the American art market.

Modes of Inquiry: [CP], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): AVC 329
Instructor: TBA, Staff
Instructor Permission Required: No

AMST 340 Inquiry and Knowledge as Social Justice: Indigenous and Decolonizing Frameworks

American studies offers reflexive and critical analysis of the world around us, particularly in a broadly defined context of "America." This Indigenous studies course focuses on decolonizing knowledge, knowledge production, and unsettling the dominant structures that define research, process, and outcomes. Employing Indigneous-queer frameworks, this course develops students' understanding and application of research as a critical, Indigenous, and anti-oppressive undertaking accessible to a range of interdisciplinary inquiry. Recommended background: AM/AN 222. Only open to juniors and seniors.

Modes of Inquiry: [AC], [SR]

Writing Credit: None

GEC(s): C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Barnett, Kristen

Instructor Permission Required: No

AMST 350 Theorizing the Klan: The White Power Movement and the making of "America"

This multidisciplinary seminar explores the origins and iterations of the Ku Klux Klan in the United States from 1866 to the present. In so doing, the course makes larger claims about the core relationship between the centuries-long white power movement and the making of "America." Drawing on the concepts, paradigms, and intellectual traditions of American Cultural Studies and Black Studies, we will consider the shifting narratives, contested ideologies, and the regional and temporal convergences/divergences of the Klan from its violent founding to our contemporary moment. We will learn how to theorize the Klan through frameworks that prioritize the concepts of racialization, patriarchy, cultural hegemony, citizenship, resistance, and counterrevolution.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Petrella, Christopher

Instructor Permission Required: No

AMST 353 Critical Theory/Critical Acts

Critical theory is about the unraveling of streams of repressive discourses and hierarchies in our contemporary world, and it has been artists who have fostered ruptures and fissures in everyday life. This seminar ponders the concept of "cultural worker" and laments the domain of theory by exploring the intersections between critical theory, art, and cultural and queer politics. Students engage in the ruptures, the fragments of knowledge, and the making sense of the residue of "social change" while not forgetting the problematization of the aesthetic. They consider U.S.-based interdisciplinary artists such as Fusco, Ana Mediata, Tania Bruguera, David Hammon, Vanessa German, Pope.L, and Dianne Smith, and Jelili Atiku with critical theorists such as Fanon, hooks, Foucault, Mbembe, Muñoz, Moten, Hartman, and Benjamin. This seminar is based on close readings of theoretical texts and connecting those texts with contemporary cultural politics.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C009, C083
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): GSS 353
Instructor: Beasley, Myron
Instructor Permission Required: No

AMES 354 Bodies of Land: The Creation of Indigeneity in Film

This course explores the representation and roles of Indigenous peoples in film, the creation and maintenance of the settler-colonial imagination, the inseparable links between Indigenous bodies and land, and the roles of environment and landscape. This is an Indigenous studies course, centering Native American, First Nations, and Indigenous interests, perspectives, and identities. The course relies on various genres of films; "classics," independent, Hollywood blockbuster, and documentary, created by a range of filmmakers from various backgrounds and identities. Students become well-versed in the topic and impacts of settler-colonialism, develop critical thinking, and explore methods of analysis that will allow them to apply methodological skills related to film review, analysis, and writing.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Barnett, Kristen
Instructor Permission Required: No

AMST 377 Psychology of Oppression and Liberation

This course examines how psychology continues to uphold the interests of those in power (e.g., ruling/owning class), thus reproducing systems of oppressions (e.g., white supremacy). The course also explores how psychology might be transformed in order to realize people's liberatory potential. Topics include the ways that psychology has been dehumanized (as Martín-Baró says, psychology "erases the very real thing of life that make up what we are as human beings"); how to embed human experiences within the historical, sociopolitical, and economic context; and how to place psychology in the service of human liberation, especially for those who have hitherto been ignored or relegated to the margins of consideration. Recommended background: PSYC 261 or 262. Only open to juniors and seniors

Modes of Inquiry: None
Writing Credit: None
GEC(s): C008
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): PSYC 377
Instructor: Garrison, Yun
Instructor Permission Required: No

AMST 395J Frontier and Border in U.S. Literature

The "frontier" has long been a controlling idea for U.S. national identity. A vestige of our settler colonialist past, the American frontier persists ideologically as an imagined "meeting point between savagery and civilization." This course examines the history of this concept and its role in American literary history. We trace its influence upon more recent configurations of the nation as territory—namely, discourses of "the border" and "the homeland." Course readings include literature, law, and history from the nineteenth century through the post-9/11 era and relevant works of scholarship and critical theory. This course gives particular attention to Chicana and Native American literatures and these traditions' critical perspectives on the contested paradigms that lend this course its title.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C013, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395J

Instructor: Osucha, Eden

Instructor Permission Required: Yes

AMST 457 Senior Thesis

Under the supervision of a faculty advisor, all majors write an extended essay that utilizes the methods of at least two disciplines. Students register for AMST 457 in the fall semester. Majors writing an honors thesis register for both AMST 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AMST 458 Senior Thesis

Under the supervision of a faculty advisor, all majors write an extended essay that utilizes the methods of at least two disciplines. Students register for AMST 458 in the winter semester. Majors writing an honors thesis register for both AMST 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AMST S10 Art, Activism, and Environmental Racism

This course combines an emphasis on visual culture with political concerns and ethical theory. We ground our study in the work of artists LaToya Ruby Frazier, Will Wilson (Navajo/Diné), Fazal Sheikh, and Alicia Grullón, who deploy photography and performance work to contest the ongoing problem of environmental racism in the United States. Students read studies of intersections of racism, economic policy, and pollution in the violence that is environmental racism, including texts by Rob Nixon and Dorceta Taylor. Our goal is to understand how art conveys lived experiences of environmental racism and also to frame the problematic of this pattern of pollution through discussions of ethics and politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AMST S41 Black Genealogies

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR S41, ENG S41

Instructor: Houchins, Sue

Instructor Permission Required: No

Anthropology

Professor Hamilton (chair); Visiting Assistant Professors Hughes, Rubin, and Strickland

Anthropologists investigate cultural variation, with particular attention to race, gender, ethnicity, political and social change, and human evolution. Anthropology is a comprehensive discipline offering students a broad, comparative, and essentially interdisciplinary approach to the study of human life in all its diversity.

Anthropologists are concerned with understanding human universals, on the one hand, and the uniqueness of individual cultures, on the other. At Bates the program includes archaeological and sociocultural perspectives.

Anthropology attempts to make sense, in a nonethnocentric manner, of everyday life in both familiar and distant settings. In this way the discipline enables students to achieve cultural competence in the broadest sense of the term—the ability to function effectively in complex environments, to analyze material from their own and other cultural perspectives, and to appreciate the value of human diversity. Some recent graduates have pursued careers in public health, medicine, community organizing, environmental law, international development, teaching, journalism, and museum work; some have gone on to graduate work in anthropology or archaeology.

ANTH 101 and 103 are designed as introductions to the discipline of anthropology and as preparation for more advanced courses. Most 200-level courses also admit first-year students, while reflecting a specific field within anthropology. The 300- and 400-level courses are open to all upperclass students, but the latter are especially designed for majors.

More information is available on the [Anthropology department website](#).

Major Requirements

1. Introduction

Complete the following course:

- ANTH 101 Cultural Anthropology

2. Methods Course

Complete the following course:

- ANTH 210 Ethnographic Methods

3. Culture and Interpretation

Complete the following course:

- ANTH 333 Culture and Interpretation

4. History of Anthropological Theory

Complete the following course:

- ANTH 441 History of Anthropological Theory*

*To be taken during the fall semester of the senior year.

5. Senior Thesis

Complete at least one course from the following:

- ANTH 457 Senior Thesis
- ANTH 458 Senior Thesis

6. Additional Courses

Complete at least six additional courses in Anthropology, including courses cross-listed with Anthropology, and up to two department-approved study-abroad courses.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Anthropology majors may not use the Culture and Meaning GEC (C026) or the Archaeology and Material Culture GEC (C025) toward meeting General Education requirements.

Minor Requirements

A minor in Anthropology enables students to develop a basic foundation in the discipline while complementing the perspectives offered in their major area of study. The department has established the following requirements for a minor in Anthropology:

1. Introduction

Complete the following course:

- ANTH 101 Cultural Anthropology

2. Methods Course

Complete the following course:

- ANTH 210 Encountering Community: Ethnographic Fieldwork and Community Engaged-Learning

3. Culture and Interpretation

Complete the following course:

- ANTH 333 Culture and Interpretation

4. Additional Courses

Complete three additional Anthropology courses, including courses cross-listed with Anthropology and/or one department-approved study-abroad course.

Courses Taken Outside of Bates

The minor will accept one department-approved study-abroad course.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Other Considerations

Anthropology minors may not use the Culture and Meaning GEC (C026) or the Archaeology and Material Culture GEC (C025) toward meeting General Education requirements.

Course Offerings

ANTH 101 Cultural Anthropology

An introduction to the study of a wide variety of social and cultural phenomena. The argument that the reality we inhabit is a cultural construct is explored by examining concepts of race and gender, kinship and religion, the individual life cycle, and the nature of community. Course materials consider societies throughout the world against the background of the emerging global system and the movement of refugees and immigrants.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C025, C026, C037, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

ANTH 103 Introduction to Archaeology

Archaeology is anthropology that looks into the past by examining material remains. This course introduces the theories, methods, and techniques employed by modern archaeologists. It examines such issues as what is left behind, how we find and interpret it, and what it all means to us today. Using hands-on lab exercises, films, computer simulations, and field trips, this course reveals dimensions of human culture often not considered.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C017, C025, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ANTH 107 Sensory Anthropology: The Politics and Poetics of Our Senses in the World

This course considers the senses and sensory perception from a sociocultural perspective. How do our senses help us to order and organize our world? How are our senses themselves ordered and organized? In what ways might our senses be intertwined with the world in which we live? This course considers these questions in a range of different contexts, and it challenges students to think about the senses as socially and culturally constructed pathways between bodies and worlds. In doing so, the course directs our attention to the politics of the senses: namely, how worlds of perception and experience are opened for us, closed to us, and shaped by forces beyond our immediate control.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

ANTH 108 Medical Anthropology

This course introduces students to medical anthropology, an interdisciplinary approach exploring how humans differently define and experience life, death, illness, wellness, health, sex, and pain throughout the world and over time. The course begins with classic texts in medical anthropology and ethnomedicine and shifts to more contemporary work in critical medical anthropology. There is a special focus in the course on global inequalities in health and medicine, on cross-cultural perspectives on pain and suffering, and on understanding biomedicine as a cultural system.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

AMAN 112 Production and REproduction: Experimental Archaeology Lab

This lab-based course provides an introduction to archaeology and inference. Students design individual experimental archaeology projects that include background research, hypothesis, test expectations, methods, intellectual merit, and broader impacts. During the course, students carry out their research, followed by a series of revisions and retesting. This hands-on course provides holistic engagement in research design, western-scientific methods, quantitative and qualitative analysis, interpretation, redesign, and connection to scholarly and general public interests. Recommended background: ANTH 103.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ANTH 125 Critical Perspectives on Sport and Society

This course explores the connections between sports and a broad range of anthropological concerns, including colonialism, resistance and domination, race, and gender. Students consider questions such as: Why do we play the sports we do? Why are sporting performances socially significant, and how have groups and political regimes used this significance to suit their needs? What can teams, players, and brands tell us about how we (and others) see the world? Addressing topics from cricket in the Caribbean to boxing in Chicago, students reappraise conventional sporting narratives and use sports to analyze the social and historical conditions in which they occur. In doing so, students think critically about their own sporting

experiences and develop a deeper and subtler understanding of the ways that societies make sports and sports make societies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 125

Instructor: Rubin, Josh

Instructor Permission Required: No

ANTH 202 Decoding Disney: Race, Gender, and Sexuality in the Animated Blockbuster

An anthropological analysis of Disney entertainment productions as "cultural texts." Students learn to discern America's contested beliefs and values by unearthing the cultural politics embedded in Disney's feature-length animated motion pictures. Students delve beyond apparent surface messages to reveal underlying tensions, recurring contradictions, and even counter-hegemonic themes. With respect to the particular intersections of race, class, gender, sexuality, ability, and nation, what distinguishes this millennium's popular culture from productions of the early twentieth century? What American cultural continuities might we detect? Given the corporation's covert messages on love and sex, individualism and freedom, pleasure and entertainment, violence and conquest, what are the implications of Disney's increasingly global touch? Recommended background: familiarity with the Disney feature cartoon repertoire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C026, C040, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Eames, Elizabeth

Instructor Permission Required: No

ANTH 203 Cultural and Creative Expressions of the American Indian

This course examines American Indian expression and settler colonialism in North American through a lens of Tribal Critical Theory and Critical Race Theory. The course establishes an understanding of settler-colonialism and its functions and impacts, including federal "Indian policy," the development of hegemonic control of all facets of American Indian society and its overreaches regarding tribal affiliation, racial tensions, land allocation, subsistence rights, and access, and their many intersects. Students consider dominant narratives, aided by critical theories, including hypotheses of the "peopling of the Americas," and the way in which the dominant hegemonic narrative has established regional histories and experiences of North American Indigenous/Native/First Nations people with persistent implications.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 203
Instructor: Cleveland, Marcus
Instructor Permission Required: No

ANLS 205 Citizenship, Borders, and Belonging

Increasing levels of globalization have prompted scholars to predict the diminishing importance of national borders. Contrarily, in the age of detention, deportation, and refugee crises, citizenship has gained renewed importance. In this course, students explore different ways of organizing citizenship around the world from multiple perspectives including those of refugees, visa seekers, unauthorized immigrants, soldiers, and mothers, among others. They examine how formal framings of rights are shaped by a politics of representation where the ideal citizen is crafted and contested. They also consider how those excluded from legal and cultural citizenship form alternative structures of belonging.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C014, C026, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Lyon, Jacqueline
Instructor Permission Required: No

AMAN 207 Race, Racism, and Redress

Recent events in the United States and around the globe have prompted a re-examination of the role of race in contemporary life. Since its inception, anthropology has been concerned with questions of human origins, diversity, and community. In this course, students examine the origins of racial thought, its transformation over time, and the ways race and intersecting identifications shape everyday life. Through ethnographies of global cultures, students explore how race takes form and meaning in different contexts. Throughout, they learn how to think critically about their own identities and beliefs and engage with strategies for redress.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Lyon, Jacqueline
Instructor Permission Required: No

ANTH 209 Pixelated Parts: Race, Gender, Video Games

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]
Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 209, GSS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

ANTH 210 Ethnographic Methods

This course is designed to introduce students to ethnographic research methods and ethics. Student begin with a review of early ethnographic "fieldwork" methods-a defining feature of anthropology that includes conducting research in situ to create an in-depth and complex understanding of cultural practices, social processes, and the human condition. While drawing on a variety of interdisciplinary sources, students critically examine cultural anthropology's primary methods: participant observation, qualitative interviewing, archival research, writing fieldnotes, visual media (photography, drawing, film) and apply some of these tools to ethnographic projects over the course of the semester. This course also builds from decolonial methods from a wide-range of historically marginalized perspectives and, as such, will interrogate the politics of knowledge production, which include research collection, analysis, and representation. Throughout the course, students reflect on the ethical dimensions of conducting research with human subjects, considering how social issues impact a diversity of communities within and outside of the U.S., as well as how communities make sense of and develop responses to social issues. Ultimately, this course seeks not just to provide students with a toolkit of ethnographic methods, but also to enable them to think expansively about the politics of those methods and the conditions in which those methods are used.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C062, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

ANLL 211 Legacies of Colonialism in Latin America

This course offers an introduction to Latin American cultures and societies through film and text. Students consider how race, class, and gender were codified in the colonial era, and how broad-scale political violence created intimate forms of violence in Latin America. They examine how the legacy of colonialism is maintained through discourses and national narratives that uphold racial democracy, and how historically marginalized populations have fought against such harmful claims under dictatorships and democratic governments. Prerequisite(s): one course in anthropology, economics, education, history, politics, psychology, or sociology. Recommended background: some knowledge of Latin America and/or race theories.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Mena, Meryleen
Instructor Permission Required: No

ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology

An introduction to the field of ethnomusicology, the study of "music as culture." Emphasis is on the interdisciplinary character of the field, and the diverse analytical approaches to music making undertaken by ethnomusicologists over time. The centrality of fieldwork and ethnography to the discipline is also a core concept of the course. Through readings, multimedia, and discussion, students examine relationships among ethnomusicology, musicology, anthropology, and world music, and consider the implications of globalization to the field as a whole. Students explore applied music learning as well as performance as a research technique through participation in several hands-on workshops with the Bates Gamelan Ensemble.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C026, C059, C080
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): MUS 212
Instructor: Fatone, Gina
Instructor Permission Required: No

ANTH 215 Death and Burial in Ancient Rome

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C054
Department/Program Attribute(s): (History: European)(History: Premodern)
Class Restriction: None
Cross-listed Course(s): CMS 215, HIST 215
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH 216 Indigenous American Photography

The practice of photography has a complicated history with regards to Indigenous American communities and cultures. The extensive photographs of Indigenous Americans created by Edward Curtis even now hold sway over America's collective imaging of Indigenous American culture. And yet the late twentieth and early twenty-first centuries are rich with photographs of Indigenous Americans, representing themselves through the medium, new and vibrant ways of seeing, understanding, and representing Indigenous American cultures and histories. In this course, we begin with an overview study of how the process of colonization

(specifically as it occurred in the nineteenth and twentieth centuries, the era after the invention of photography), deployed the camera and photography to assert discursive control over Indigenous Americans. From that painful history, we move into study of the later twentieth century and early twenty-first century studying lens-based photographic and filmic works of contemporary Indigenous American artists. The goal of the course is to explore and better understand how the photographic image, as leveraged by Indigenous Americans, redresses and decolonizes the social landscape of our United States, and to honor the art works of these photographers.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 216

Instructor: TBA, Staff

Instructor Permission Required: No

ANTH 217 Indigenous Arts

This course examines traditional and contemporary Indigenous artistic production, and investigates the multiple webs of meaning and social worlds within which native practitioners and their creative productions exist. A diverse range of contemporary art practices — including painting, photography, film, music, performance, fashion, and new media — are considered in relation to key aspects of cultural, political, and social lives of Indigenous peoples. Students analyze, among other things, art as particular expressions of Indigenous cosmologies, the entanglement of Primitivism and modernity, art and native sovereignty, capitalism and Indigenous cultural futures, art and value in the marketplace, tourist art and the value of authenticity, art and national identity, and colonial and postcolonial art. Additionally, students engage with recent scholarship on decolonization and Indigenous studies, and current events related to the theme of the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

AMAN 222 Archaeology and Colonial Entanglements in North America

An introduction to the archaeology of North America throughout the past 20,000 years and earlier. Students examine current archaeological hypotheses of the "peopling of the Americas," and construct the most likely model based on their command of the literature and an independent critical analysis supporting their own hypothesis. Students review and reconcile the archaeological past with indigenous concepts such as oral histories and origin stories, challenging and expanding their world view to include non-Western concepts. The course applies critical theory perspectives, including indigenous-feminist and postcolonial theories, to assess the colonial process that archaeology has at times unwittingly imposed on North American native peoples.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C025, C041, C045, C059, C066, C083
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C054
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): CMS 225, REL 225
Instructor: Maurizio, Lisa
Instructor Permission Required: No

ANTH 226 Ethnographic Film

This course looks at the development of ethnographic film from an anthropological lens and from international perspectives. Starting with the advent of the documentary and concluding with ethnographic new media, we will investigate how, why, and to what end film has been used as a tool by anthropologists and the communities that they work with to expand discussions about the modern world. Topics include filmmaking as a methodology for social scientists, the connections between ethnographic film and self-determination efforts in minority communities, and critical examinations of media making practices, onscreen and off, and the global impact these factors have had.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Hamilton, Jennifer
Instructor Permission Required: No

ANTH 229 The Anthropology of Media

This course examines the social and political life of media and how it makes a difference in the daily lives of people as a practice—in production, reception, and/or circulation. It introduces some key concepts in social theory, such as ideology, hegemony, the public sphere, and the nation, which have been critical to the study of media across disciplines. This class provides an overview of the increasing theoretical attention paid to the

mass media by anthropologists, and focuses on concrete ethnographic examples. It examines cross-culturally how mass media have become the primary means for the circulation of symbolic forms across time and space, as well as how these forms are crucial to the constitution of subjectivities, collectivities, and histories in the contemporary world. Prerequisite(s): any course in Anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

ANTH 231 Money and Magic: Anthropological Exploration of Contemporary Capitalism

This course examines the more magical and relational aspects of contemporary economy, markets, and capitalism. First, students examine ideas often taken for granted about nature, humans, and nonhumans that shape cultural understandings of "economy" in American capitalism. Then they explore economic practices, ideal subjects, and the production of economic "others" in contemporary capitalism(s) around the world, past and present. Through readings and use of various media (film, TikTok, Twitter, etc.) students explore how economy is cultural, relational, and ultimately a bit "magical."

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ECON 231

Instructor: Hughes, Jen

Instructor Permission Required: No

ANLL 238 Culture, Conflict, and Change in Latin America

Over 400 million Latin Americans share a common language, but the region's racial, ethnic, geographical, and cultural diversity complicates a singular continental identity. This course surveys the anthropological scholarship on the diverse lifeways in Latin America and the Caribbean. Images and texts drawn from distinct locales considers how contrasting anthropological perspectives from the region's peoples, histories, and contemporary challenges. Of particular concern are the ways legacies of colonialism shape both Latin America and anthropology. Additional topics of interest include indigenous and Afro-Latinx resistance and expression; immigration, transnationalism, and deportation; sex, gender, and sex work.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lyon, Jacqueline

Instructor Permission Required: No

ANTH 255 Cinematic Portraits of Africa

Most Americans have "seen" Africa only through non-African eyes, coming to "know" about African society through such characters as Tarzan and such genres as the "jungle melodrama" or the "nature show." In this course, films from the North Atlantic are juxtaposed with ethnographic and art films made by Africans in order to examine how to read these cinematic texts. Related written texts help to answer central questions not about "Africa" but rather about the politics of representation: What are the differences in how African societies are depicted? Why are particular issues and points of view privileged? Recommended background: two or more courses from the following fields: anthropology, African studies, cultural studies, or film.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C022, C026, C036, C037, C038, C040, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Eames, Elizabeth

Instructor Permission Required: No

ANTH 280 Ethnographic Explorations (Special Topics in Anthropology)

Through the critical reading and analysis of ethnographic materials including books and articles, film and video, and other forms of representation, students will explore contemporary anthropological work in a particular area of interest. Students will also build a methodological toolkit for investigating complex social problems from an anthropological perspective. Special topic for Winter 2025: The Anthropology of Food and Eating. Prerequisite(s): ANTH 101.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

ANTH 305 Art, Power, and Politics

An anthropological examination of the relationship among art, power, and politics. What can the artistic works of various societies say about their worlds that other creations cannot? What claims can art make about the workings of power, and what artistic techniques does power itself employ? Students consider these and other questions from a number of different perspectives, including the politics of perception, the place of art in modern life, the artistry of terror, the art of protest and propaganda, and the dream of building a beautiful regime. Recommended background: familiarity with classical social theory, especially Marx, is encouraged but not necessary. Prerequisite(s): one course in Africana, American studies, anthropology, art and visual culture, or gender and sexuality studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 305, AMST 305

Instructor: Rubin, Josh

Instructor Permission Required: No

ANTH 307 Spaces of Black Liberation

This course examines Black Feminisms in the Americas through an anthropological lens. Using decolonial frameworks, students engage with media created by Black womxn with an emphasis on Brazil and the United States. They analyze how Black communities exercise everyday forms of resistance through knowledge sharing, communal care, art (music, visual and performance), refusal, abolition, and other forms of social and political activism. Prerequisite(s), which may be taken concurrently: one course in Africana, anthropology, gender and sexuality studies, or sociology. Recommended background: coursework in the humanities or social sciences. Crosslisted in Africana, Anthropology, and Gender and Sexuality Studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

ANTH 308 Feminist and Queer Ethnography

This course introduces students to ethnographic research methods by exploring how interdisciplinary queer and feminist scholars have engaged and challenged traditional anthropology. Students consider the dynamics of fieldwork, the ethics of research, and the production of anthropological knowledge through an engagement with the history of feminism and queer theory in the discipline as well as with contemporary debates about the possibilities and constraints of ethnography. Students design their own projects and conduct mini-ethnographies throughout the semester. Course topics include race, gender, and sexuality; embodiment; colonization; the cultures of biomedicine; the anthropology of reproduction; and multispecies ethnography. Recommended background: coursework in anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 308

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

ANTH 315 Queering Capitalism: Sexual Politics and Properties of Economic Life

In this class, students investigate the history of the term queer(ing) in anthropology, and explore the intersectional relationship between LGBTQ+ people, theory, anthropology, and economics by “queering

capitalism". Students engage ethnographic accounts of LGBTQ lives and films and representations of cultures and economy in media that point to the significant relationship between queerness and capitalism. We look at capitalisms queer relationships and formations often "under the covers" in mainstream economic anthropology to investigate the role of heteronormativity in studies of the family, kinship, relationships, and sexuality in global capitalist contexts. We then look at ethnographic accounts - stories and studies of everyday lives - that challenge our taken-for-granted views and "queer" our understandings of capitalism.

Recommended background: ANTH 101 or GSS 100.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 315

Instructor: Hughes, Jen

Instructor Permission Required: No

ANTH 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change

This course explores documentary and ethnographic filmmaking through hands-on production and engagement with key issues in anthropology. Activities include in-class workshops and field explorations for final ethnographic film or media projects with an emphasis on activist anthropology and field recording. Students learn by doing, using ethnographic methods such as participant-observation, interviewing, data visualization, digital textual analysis, and film/audio/podcast recording. This class includes group activities, reading ethnographies, watching films/media, site visits, and guest tutorials in audio/visual media production. Students apply what they learn in class to document their cultural worlds at Bates and in Maine, taking care to mobilize anthropological tools to "situate" themselves in domains of power while creating media that examines core social issues of our time. The course concludes with presentations of multimedia projects for members of the Bates community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 324

Instructor: Hughes, Jen

Instructor Permission Required: No

ANTH 333 Culture and Interpretation

Beginning with a consideration of symbolic anthropology as it developed in the 1960s and 1970s, this course surveys critiques of the symbolic turn in anthropology and its use of the culture concept. Emphasis is given to history, political economy, and transnational social currents. Prerequisite(s): prior course work in anthropology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C026, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH 339 Production and Reproduction

Economic anthropology challenges the assumptions of conventional economics by analyzing economic behavior from a cross-cultural perspective. Designed for junior and senior economics and/or anthropology majors, this course looks at the relation between economy and society through a critical examination of neoclassical, substantivist, Marxist, and feminist approaches in anthropology. The relative merits of these explanatory paradigms are assessed as students engage ethnographic case material. Such "economic facts" as production, exchange, land tenure, marriage transactions, state formation, and social change in the modern world system are addressed, always in comparative perspective. Economics majors may select this course for major credit and are encouraged to enroll. Prerequisite(s): two courses in economics and/or anthropology.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C008, C014, C025, C026, C059, C091
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Eames, Elizabeth
Instructor Permission Required: No

ANTH 441 History of Anthropological Theory

A consideration of some of the major theories in the development of the field of anthropology, with an emphasis on the fundamental issues of orientation and definition that have shaped and continue to influence anthropological thought. Topics include cultural evolution, the relationship between the individual and culture, the nature-nurture debate, British social anthropology, feminist anthropology, and anthropology as cultural critique.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH 457 Senior Thesis

Students participate in individual and group conferences in connection with the writing of the senior thesis. Majors writing an honors thesis register for ANTH 457 in the fall semester and 458 in the winter semester. Prerequisite(s): approval by the department of a thesis prospectus prior to registration.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH 458 Senior Thesis

Individual and group conferences in connection with the writing of the senior thesis. Majors writing an honors thesis register for both ANTH 457 in the fall semester and 458 in the winter semester. One course credit is given for each registration. Majors writing a one semester thesis normally register for ANTH 458. Prerequisite(s): approval by the department of a thesis prospectus prior to registration.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ANTH S12 Race, Gender, and the Practices and Politics That Move Videogames From Imagination to Reality

Before videogames reach the market, levels must be designed, characters drawn, narratives written, and mechanics coded. Before that, videogames must be imagined, tested, and pitched. This course is designed to allow students to experience for themselves those earliest stages of videogame development, when games move from idea to collaborative project. After working through some of the most influential scholarship on the politics of videogames and their design, and hearing from several industry experts about their experiences in the field, students form groups and work collaboratively to develop pitch materials for an imagined game. Groups pitch these ideas to each other at the end of the term, and each student submits an autoethnographic account of their experiences on their "development team." Whether the pitched games strike students as viable or not, they leave the course with a deepened understanding of the complexities of game design and the politics that infuse the process.

Modes of Inquiry: [CP], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Rubin, Josh
Instructor Permission Required: No

ANTH S20 The Anthropology of Plants and Fungi

What kinds of social lives do plants and fungi lead in relation to humans, and humans in relation to plants and fungi? How do humans, plants, and fungi communicate? This course brings anthropological perspectives to these questions, and considers how language mediates this relationality. This course also examines how

the category of plant—and increasingly the fungi—carries a political charge, as well as new multispecies collaborative potentials. Topics include traditional Indigenous knowledge and intellectual property; biodiversity and conservation; colonization and sovereignty; language, personhood, and the construction of human/more-than-human social identities. Particular attention is paid to contemporary issues around plant and fungi use in Maine.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Strickland, April

Instructor Permission Required: No

ANTH S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S21, ENVR S21

Instructor: Hughes, Jen

Instructor Permission Required: No

ANTH S22 Culture and Power

This course explores the relationship between cultural practices and power through media that range from academic texts and photography to graphic novels and theater. The course draws from global, cross-cultural examples to address topics such as the afterlives of slavery, postcolonialism, immigration, obstetric violence, racial inequality, and media representations. Students gain an understanding of the key interests and methods driving cultural anthropology. In the final project, students have the opportunity to expand on a course topic through the medium of their choice.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Mena, Meryleen
Instructor Permission Required: No

ANTH S24 From Sagas to Memes: Anthropology of Vikings in the Digital Age

This course uses an anthropological and intersectional lens to unpack the concept of “the Viking ” in history, literature, archaeology, politics, video games, television and film, social media and contemporary popular culture. We examine Icelandic sagas, Marvel Studio’s Thor franchise, the role of “Viking Bankers" in the 2008 global financial crisis, the Charlottesville Rally, the rise of online neopagan extremism, and the 2021 White House insurrection. We unpack the social and political consequences of representing Norse peoples of “the Viking age” and learn about Norse cultures in and beyond the North Atlantic. We trace the rise of online communities, digital medievalism, and the role of social media and meme culture in representations of “Vikings." Students explore interdisciplinary scholarship and activism that confronts racist, sexist, ableist, and anti-indigenous images of the Viking age and work together to create multimedia projects.

Modes of Inquiry: [CP], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): CMS S24
Instructor: Eames, Elizabeth
Instructor Permission Required: No

ANTH S31 Landscape Ethnography

Environmental anthropologists, geographers and political ecologists have long been preoccupied with understanding the ways in which seemingly “natural” landscapes are actually the result of complex social histories. Landscape ethnography is the approach we take in this class to understand the entangled human and ecological histories of place, and challenge dichotomies of nature and culture. Informed by multispecies, interspecies and more-than-human perspectives across the social sciences and humanities, this class enables students an explorative and creative space to produce a landscape ethnography.

Modes of Inquiry: [CP], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ENVR S31
Instructor: TBA, Staff
Instructor Permission Required: No

Art and Visual Culture

Professors Herzig (Gender and Sexuality Studies, chair) and Rand (Art and Visual Culture and Gender and Sexuality Studies); Associate Professors González Valencia, Johnson and Nguyen; Assistant Professor Boomer; Visiting Assistant Professors Droge and Nolan; Senior Lecturer Morris; Lecturer Dewsnap; Visiting Lecturers Jessen and McDermott

The department offers courses in studio practice and in the study of the intersecting categories of art, architecture, visual culture, and material culture, from the distant past to the present. This study also provides insights into intellectual currents, religious doctrines and practices, and social institutions, with attention to issues of class, gender, race, ethnicity, and sexual orientation. Studio art involves the integration of traditional disciplines and methods with contemporary practices and the study of visual culture.

The major offers two tracks: one, in history and criticism; the other, in studio art. Students intending to study abroad must discuss fulfillment of major requirements with their advisor and the department chair in advance. Students planning graduate study in architecture, landscape architecture, or design are advised to confer with the department chair early in their college career in order to plan appropriate undergraduate programs.

More information is available on the [Art and Visual Culture department website](#).

Major Requirements

Students majoring in the history of art and visual culture are expected to complete a series of courses on diverse topics, issues, and time periods, such as Buddhist Visual Worlds, Picturesque Suburbia, Michelangelo to Sofonisba: The High Renaissance and Mannerism, and Women, Gender, Visual Culture. A seminar in theory and methods of studying art and visual culture is required, as is a senior thesis and at least one course in studio art.

History and Criticism Track:

Majors emphasizing the history and criticism of art and visual culture must take ten courses and write a thesis. These courses must include:

1. Studio Art
Complete one course in studio art. Students should take this course before their senior year.
2. Methods
Complete the following course:
 - AVC 374 Methods in the Study of Art and Visual CultureStudents should take this course no later than the fall of the junior year.
3. Additional Courses
Complete six additional courses on the history and criticism of art and visual culture, including the following areas, identified with attributes in parentheses in the course descriptions:
 - a. At least one course on premodern art and visual culture (Premodern);

- b. At least one course focusing on art and visual culture outside the canon of Western European and American art and visual culture (Non-Western Canon);
 - c. At least one course focused on the study of race, sexuality, and/or gender in visual culture (Race, Sexuality, Gender).
4. Two courses outside the department, to be approved by the advisor, which focus on visual culture or theorize culture, communication, and representation, or both. One of these two courses must focus on screen studies such as film, video, television, and new media.

Students who wish to continue in the history and criticism of art and/or visual culture studies at the graduate level should obtain a reading knowledge of French and German and are strongly advised to enroll in upper-level seminars such as:

- AVC 377 Seminar in Architectural History
- AVC 390 Seminar in Nineteenth- and Twentieth-Century Art

Upon petition to the department, courses taught in other departments and programs and the following first-year seminar may be counted toward the major in art and visual culture:

- FYS 177 Sex and Sexualities

5. Senior Thesis: History and Criticism
Complete at least one course from the following:

- AVC 457 Senior Thesis
- AVC 458 Senior Thesis

Topics for theses are subject to departmental approval. The opportunity to undertake an honors thesis is completely at the discretion of the departmental faculty.

Courses Taken Outside of Bates

The department advises history and criticism majors who wish to study abroad to do so for only one semester. Generally, only two courses taken abroad can be applied toward fulfilling the requirements for the major.

Short Term Courses

Some designated Short Term courses may be counted among these six courses with the permission of the department. Adequate distribution is determined in conjunction with the student's departmental advisor, who must approve the student's course of study.

Pass/Fail Policy

Pass/Fail grading may be elected for courses applied toward the major except for AVC 360, 361, 374, 457, and 458.

Studio Art Track

Prospective majors should meet with the Art and Visual Culture faculty as first-year students. The major in Studio Art includes 11 courses:

1. A minimum of six studio credits and one studio short term. Studio majors must take at least one studio course in their junior year but are encouraged to take two or more. The preponderance of studio major requirements should be completed prior to beginning a studio thesis. Studio majors must complete at least two related courses in one medium before their senior year. Students may take some courses for a second time, referenced in the college catalog as courses that may be repeated for credit.
 2. Among the six studio credits, studio majors must take one of the following, though are strongly encouraged to take both:
 - AVC 350 Visual Meaning*
 - AVC 344 Building a Body of Work**
- *May be taken before or during the senior thesis.
- **Must be taken before the senior thesis.
3. A minimum of three courses in the history and criticism of art and visual culture, distributed across a variety of cultures and time periods and including one course in recent art and visual culture. One of these courses may be a Short Term course.
 4. Senior Thesis
Complete the following courses:
 - AVC 457A Senior Thesis: Studio Art (fall)
 - AVC 458A Senior Thesis: Studio Art (winter)

The senior thesis must be undertaken in consecutive semesters during the senior year.

Senior Project Description

The [W3] Requirement: Though in most disciplines, the senior thesis fulfills the third-level [W3] writing requirement for General Education, the senior thesis for the studio track in art and visual culture does not fulfill this requirement. Majors in the studio track fulfill their [W3] requirement by completing a [W2] course in any department or program during their senior year, which may include one of the three art history and criticism courses required for the studio major. Most studio majors who double major fulfill the [W3] requirement by completing the senior thesis in the second major.

Courses Taken Outside of Bates

Study Abroad: Studio majors intending to study abroad must consult with the department well in advance. In most cases, the department advises students who wish to study abroad to do so for only one semester. Students usually apply one studio course and one course in the history of art and visual culture taken abroad toward the major requirements. Studio courses taken abroad in fulfillment of major requirements should correspond to the studio curriculum offered at Bates.

Pass/Fail Policy

Pass/Fail grading may be elected for courses applied toward the major except for AVC 360, 361, 374, 457, and 458.

Art and Visual Culture: History and Criticism Minor Requirements

The minor consists of six courses on the history and criticism of art and visual culture:

1. Methods

Complete the following course:

- AVC 374 Methods in the Study of Art and Visual Culture

2. Additional Courses

Complete at least five additional courses on the history and criticism of art and visual culture designated with the (AVC: History and Criticism) attribute.

The department strongly encourages students to complete a second 300-level course.

- a. At least one course focused on the study of issues of power and privilege designated with the (AVC: Power and Privilege) attribute.

AVC majors in the Studio Art Track may pursue a minor in history and criticism. Two of the three history and criticism courses used toward the studio concentration may count toward the history and criticism minor.

Courses Taken Outside of Bates

With the approval of the chair, students may complete the minor with as many as two credits taken off campus.

Short Term Courses

Some designated Short Term courses may be counted among these six courses with the permission of the department. Adequate distribution is determined in conjunction with the student's departmental advisor, who must approve the student's course of study.

Pass/Fail Policy

A maximum of one course taken Pass/Fail may count towards the minor.

Course Offerings

AVC 110 The Power of Amateur Photography

This is an introductory course designed for the amateur photographer to develop one's personal vision and expand the understanding of the technical and aesthetic possibilities of mobile photography. Through specific assignments and presentations from historical and contemporary photographic works and practices, students explore the powerful possibilities of amateur photography using a mobile device. After the introduction of the handheld amateur camera by Kodak in 1888, a new genre of photography was created that influenced the practice of commercial and art photographers. Today, the rise of mobile photography has ignited a new generation of amateur photographers whose work continues to influence and challenge the interrelationships between photographic practices.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDermott, Jen

Instructor Permission Required: No

AVC 202 Painting: Color and Design

An examination of color theory and its application to the art of painting.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AVC 203 Ceramic Design and Techniques

Designing and sculpting of objects in clay, using such traditional techniques as coil and slab construction and throwing on the potter's wheel. This course provides an introduction to the ceramic process covering the nature of clay, application of glazes, firing procedures and aspects of the history of pottery. Drawing is part of some assignments. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

AVEN 208 Asian American Graphic Narrative

This course traces the evolution of Asian American graphic narrative. Students consider the narrative in a visual format, discussing how works created by Asian Americans combat decades of stereotypes propagated in comic books, especially as evil-genius Fu Manchu figures. Students read graphic novels, graphic memoir, and selected issues of several comics series. Topics include race, identity, family history, military history, gender performance, and sexuality. Students discuss writing practice, style, genre, research, and multimodal composition. They also workshop their writing and discuss effective revision critiques.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041, C050

Department/Program Attribute(s): (AVC: History and Criticism)(English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

AVC 209 Introduction to Video Production

This course introduces video as a medium for artistic expression and social investigation. Students gain an understanding of video production, including the video camera, sound, lighting, and editing (e.g., Adobe Premiere), with emphasis placed on the relationship among the camera, the maker, and the subject. Students explore video making and its broad possibilities within contemporary art. Screenings and readings of work by filmmakers, and contemporary artists are analyzed. This course may be repeated for credit.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C012, C017, C019, C023, C029, C061

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

AVC 211 Animation I: Hand-Drawn Animation

An introduction to the traditional animation techniques of creating movement through successive drawings. Students explore various techniques including metamorphosis, walking cycles, holds, squash and stretch, blur, and resistance. They learn to use Dragon animation software. Students undertake weekly assignments and a final project. Class screenings and critiques supplement in-class demonstrations. Course may be repeated for credit.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C023, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

AVC 212 Drawing: From Still Life to the Model

This course is a study of drawing through process and analysis. Emphasis is placed on drawing from observation and the subject matter that is addressed progresses from still life to the model. Strongly recommended for beginning students with no studio background, yet the subjects and ideas studied offer enough complexity for more advanced students.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Pamela; Jones, Penny

Instructor Permission Required: No

AVC 213 Drawing: Realism to Abstraction

This course is a study of drawing through practice and analysis. Emphasis is placed on drawing from observation, alongside consideration of abstraction and its potential. Recommended for beginning students with no studio background, yet subjects and ideas studied offer enough complexity for more advanced students. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C023, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

AVC 214 Painting I: Pictorial Structure

Problems in representation and pictorial structure. The student learns about painting by concentrated study of the works of painters from the past and present and by painting from nature. Prerequisite(s): Any painting or drawing course

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nicoletti, Joseph

Instructor Permission Required: No

AVC 215 Painting: Abstraction and Invention

This course is a study of contemporary painting methods, including abstraction. Working at the intersection of painting and drawing, students develop images based on close observation of fact, using a wide array of

approaches to making pictures. Prerequisite(s): any drawing course including AVC 210, 211, 212, 213, 312, 366, 335, or FYS 498. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C023, C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

AVC 219 Photography: The Digital Image

A study of photographic image making using digital technology. This introductory course covers concepts and techniques of photography and the use of basic image-editing software (e.g., Adobe Photoshop). The course offers improvement in perceptual awareness and the study of expressive possibilities, especially as they pertain to digital manipulation. A DSLR or equivalent digital camera with adjustable shutter speed and aperture is required. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029, C036

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

AVC 220 The Digital Composite: A Creative Process

Combining images offers many creative and expressive possibilities, from the construction of fictional narrative to the visual articulation of ideas for social or political commentary. Using image editing software (e.g., Adobe Photoshop), students gain proficiency in digital compositing techniques and develop efficient workflows to produce seamless images from multiple sources. In addition to producing and working with composite imagery, students study its historic context from early twentieth-century photomontages to digital fabrications employed by contemporary artists. There is a laboratory fee. Recommended background: AVC 219 or equivalent experience.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

AVCM 222 Seeing Gods in Ancient Greek Art, Architecture, and Myths

Ancient gods and goddesses were everywhere in ancient Greece: they were painted on cups and plates; they stood tall on altars in sanctuaries and on the streets. Not surprisingly, the ancient Greeks reported talking to, smelling, and hearing divine beings of all sorts. This course explores how the Greeks depicted their gods and goddesses on vases, temples, and sculptures, and how such depictions relate to written reports of divine encounters. It provides an introduction to archaic and classical Greek art, the organization of religious sanctuaries, and myths about gods who were believed to meet with human beings. Recommended background: CM/RE 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

AVC 223 Outside the Frame: A Global History of Photography

This course is an introduction to the visual, material, and cultural debates surrounding lens-based technology from its inception in the nineteenth century to the digital age. The course explores multiple and overlapping histories of photography, tracing the medium's adaptation in global contexts. Using images drawn from multiple contexts students consider not only what is inside the photographic frame, but also what occurs outside of it. Concerns include the materiality of photographic objects and image technologies. This is conceived as an introductory course, open to all levels.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 224 The Japanese Tea Bowl

Tea and Zen Buddhism came to Japan from China in the twelfth century. The tea ceremony developed from these imports and many schools have been formed since then, but all have kept the ceramic tea bowl as one of the most important focal points. In this course, students explore the history of the ceremony by making tea bowls and related utensils. Various clays, forming methods, and styles are explored. There is a laboratory fee.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C033

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

AVC 228 Connecting Image Cultures: Artistic Exchange between Islam and Europe

Through lecture, discussion, object-based learning, and digital humanities projects, this course maps image and artistic exchange between the European and Islamic worlds from the eighteenth to the twenty-first century. Students explore reciprocal currents of visual and technological encounter in between imperial centers and across national borders. Taking a historical and critical view that highlights both continuities and ruptures between modernizing imperial social bodies, the course traces the ways material culture cross-pollinated Mediterranean geographies, charting how images were made and re-made beyond the prospects of national heritage. Beginning with colonial rule in India, students examine transnational dialogues across London, Mumbai, Paris, Istanbul, Vienna, Tehran, Berlin, Baghdad, London, Cairo, Rome, and Mogadishu. Through case studies, students consider relationships among artists, printers, authors, and patrons in an increasingly global world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 233 Decolonizing the Museum: Understanding Colonial Legacies, Display Practices, and Repatriation

This course introduces students to the problematic and colonial histories upon which museums were built. Beginning with an introduction to postcolonial theory and institutional critique, students critically examine the containment of colonial objects and related efforts to control colonial bodies. By acknowledging colonial records and structural racism as the foundation upon which the modern museum was built, students grapple with historic and exploitative systems of power that formed the world's first collections and still govern modes of display and interpretation today. Through experiential learning, the class engages with cases of repatriation and the marginalization of art histories from the Global South, and analyzes museum practice in relationship to global migration, COVID-19, the racial justice movement, climate change, and wars in Syria and Ukraine. The course uses the Bates College Museum of Art and Bates College Archives as sources of study.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Race, Sexuality, Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 234 Chinese Arts and Visual Culture

This course introduces Chinese visual cultures, from the Neolithic period to the present day, focusing on a period of particular cultural significance from the Han to Qing dynasties. The course reveals interrelationships among Chinese art, literature, religious philosophy, and politics. Topics discussed include artists' places within specific social groups, theories of arts, questions of patronage, and the relation of traditional indigenous art forms to the evolving social and cultural orders from which they draw life. Principal objects include ritual objects, bronze vessels, ceramics, porcelain, lacquer ware, sculptures, rock-cut temples, gardens, painting, calligraphy, and wood-block prints.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C047

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): ASIA 234

Instructor: Nguyen, Trian

Instructor Permission Required: No

AVC 236 Japanese Arts and Visual Culture

This course surveys the history of Japanese art and visual culture focusing on the development of pictorial, sculptural, and architectural traditions from the Neolithic to the present time. The course explores the relationship between indigenous art forms and the foreign concepts, art forms and techniques that influenced Japanese culture, and social political and religious contexts as well as the role of patronage for artistic production. Topics include architecture, sculpture, painting, narrative handscrolls, the Zen arts, monochromatic ink painting, woodblock prints, decorative arts, contemporary architecture, photography, and fashion design.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): ASIA 236

Instructor: Nguyen, Trian

Instructor Permission Required: No

AVC 238 Visual Depiction of "Self" and Transformation in East Asian Art

Portraits have occupied preponderant places in East Asian cultures, depicting visual forms and revealing the subjects' spiritual essences. This course offers a cross-cultural study of portraiture in East Asian art. It introduces students to the physical likeness of a wide variety of subjects and explores underlying meanings and messages. It provides a comprehensive study of East Asian portraits, offers the current scholarship, and explores the core issues, including the relationship of portraiture, oral and written stories, the art of physiognomy, aesthetic principles and artistic styles, material cultures, and religious beliefs, social rituals, political ideologies, and underscored functions and meanings in the wide-ranging contexts. The course offers timely and astonishing transformations of the concepts of "self" examined via various aspects of social echelons, and reconsidering portraits as a thread to weave aspects of East Asian art together.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA 238
Instructor: TBA, Staff
Instructor Permission Required: No

AVC 241 The Art of Islam

Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051, C055, C057, C090
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): CMS 241
Instructor: Woodward, Beth
Instructor Permission Required: No

AVC 243 Buddhist Arts and Visual Cultures

The course examines the history of Buddhist visual cultures. It provides a basic introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with modern Buddhist visual works. It examines selected works of architecture, sculpture, and paintings in their religious, social, and cultural contexts. It also briefly surveys regional Buddhism and its arts.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C001, C002, C033, C083, C087
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): ASIA 243
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVC 245 Architectural Monuments of Southeast Asia

This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the ancient monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, Sukkhotai, and My-Son.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C002, C033, C040, C057, C083, C087

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): ASIA 245
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVAS 246 Visual Narratives: Storytelling in East Asian Art

This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works-tomb, wall, and scroll paintings-were produced. The course introduces various modes of visual analysis and art-historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C002, C033, C047, C052, C061, C085
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVC 247 The Art of Zen Buddhism

The art of Zen (Chan) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art, and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: AV/AS 243.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C001, C002, C033, C061
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): ASIA 247
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVAS 248 The Art of Rock-Cut Architecture in Asia

This course explores the art of early Buddhist rock-cut temples. These temples appeared in India during the third century B.C.E., then spread along the ancient trade routes from India to eastern Asia. The rock caves not only chart artistic development, expressed through breathtaking architecture, sculpture, reliefs, and mural paintings depicting legends and stories, they also reveal the religious practice along the trade route, as well as international and local cultures. Recommended background: AV/AS 243.

Modes of Inquiry: [AC]
Writing Credit: None

GEC(s): C001, C002, C033, C055, C057, C087

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Trian

Instructor Permission Required: No

AVCM 250 Vikings, Vandals, and Visigoths: Art in Early Medieval Europe

This course surveys works of art and architecture produced from ca. 500 to 1100 C.E. and explores significant visual and cultural developments of the early medieval period. Beginning with the dissolution of the Western Roman Empire, students focus on emigration of Germanic tribes into Roman territories and the subsequent periods of Christianization, conflict, and exchange. Attention is paid to the ways medieval art has been used and misused in the modern era: the rise of race studies and "culture history" in the nineteenth century, the Nazis' use of archaeology as "evidence" for Germany's Aryan past, and the deployment of medieval symbols by contemporary White Supremacists.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C051, C055, C057, C064

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Woodward, Beth

Instructor Permission Required: No

AVC 251 The Age of the Cathedrals

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 251, REL 253

Instructor: Boomer, Megan

Instructor Permission Required: No

AVC 252 Art of the Middle Ages

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C048, C051, C055, C057, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 252, REL 252

Instructor: Boomer, Megan

Instructor Permission Required: No

AVC 254 Sacred Travel/Shrines/Souvenir

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 254, REL 254

Instructor: Boomer, Megan

Instructor Permission Required: No

AVC 264 Leonardo and His Heirs: High Renaissance and Mannerism

This course investigates the transformation of art and architecture that began with Leonardo da Vinci and his contemporaries, and remade the visual culture of Italy and northern Europe in the urban and court settings of the sixteenth century. Using traditional and recent modes of analysis to address the effect of religion, gender, and social and political structures on visual culture, students research the works of Leonardo, Raphael, Michelangelo, Bronzino, Titian, Anguissola, Palladio, and Holbein, among others. Attention is given to the changing reputations of the artists and their clients over the last five centuries. Not open to students who have received credit for AVC s18.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C027, C035, C036, C055, C057, C066

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Woodward, Beth

Instructor Permission Required: No

AVC 265 Florence to Bruges: The Early Renaissance in Europe

This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 265

Instructor: Woodward, Beth

Instructor Permission Required: No

AVC 267 From Silhouette to Selfie: Portraiture as a Medium

This course reconsiders canonical notions of portraiture, and seeks to redefine portraiture as a cultural medium (and not an art historical genre) by which multiple identities are formed. In considering portraiture as a ground upon which beliefs, technologies, ideologies, and materials can be added, subtracted, exposed, and manipulated, students will consider how portraiture operates in different socio-political climates. Is a portrait always a face? Through visual and textual representation, portraiture offers an opportunity to study how facial likeness both reflects and constructs identity with artistic, scientific, and non-representational imagery. Classes will focus on historical precedents and themes related to biography/autobiography, presence/absence, power/privilege, as well as the interrelationship between the self and self-representation. Assignments include object-based analyses of portraits at the Bates College Art Museum and a semester-long digital humanities project.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 271 Italian Baroque Art

A survey of painting, sculpture, and architecture in Italy during the seventeenth century. Artists studied include Caravaggio, the Carracci, Guercino, Bernini, and Borromini. The intent of the course is to locate these artists and their works in the complex contexts (regional, national, global, economic, sociopolitical, spiritual, and cultural) art of which they emerged.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C036, C055, C066

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

AVC 272 Northern Baroque Art

A survey of painting, landscape design, and architecture in France and the Low Countries during the seventeenth century. Artists and places studied include Rubens, Rembrandt, Vermeer, Poussin, Claude Lorrain, Vaux-le-Vicomte, and Versailles. Recommended background: AVC 271.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C035, C036, C055, C066
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Harwood, Edward
Instructor Permission Required: No

AVCM 274 Roman Art and Architecture

This course explores the art and architecture of ancient Rome: its phases, influences, variety, and enduring works. How do Roman art and architecture change over time? What does it mean for a work to be Roman? How did the ordinary people of Rome express themselves through art and architecture? How did imperial rulers use art and architecture as forms of propaganda? Recommended background: CM/HI 108 or 109.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Gillies, Grace
Instructor Permission Required: No

AVC 276 True or False: Documentary Photography

This course examines the special expectations we have for documentary images—to tell the truth. Over the semester, students study the changing uses, definitions, and archives of documentary photography from 1839 to the present. Through lecture and discussion, students explore the ongoing nature of the documentary's core controversies involving objectivity, advocacy, and bias. While scholarly discussions of the documentary are rooted in Euro-centric assumptions about lens-based media, this course includes international practices, concepts, and histories of documentary photography, engaging with the complex relationship between photographic neutrality, racial hierarchy, and colonial control. Readings and assignments concentrate on theoretical approaches to the documentary, raising ethical questions about the medium's aesthetic practice and everyday popularity. Students utilize archival resources at area institutions and Bates college for research opportunities.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C017
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): AMST 276
Instructor: Nolan, Erin
Instructor Permission Required: No

AVC 281 Realism and Impressionism

An intensive investigation of British and French painting from 1850 to 1900. Artists and movements studied include the Pre-Raphaelite Brotherhood, Whistler, Courbet, Manet, Monet, Degas, and Renoir. The course concludes with a brief consideration of Post-Impressionism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024, C036, C055

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

AVC 282 Modern European Art

An intensive investigation of European art from 1880 to 1930, with special attention to Post-Impressionism, Symbolism, Cubism, the emergence of abstraction, and Dada and Surrealism. Artists studied include Seurat, Van Gogh, Cézanne, Gauguin, Munch, Picasso, Matisse, Kandinsky, and Mondrian.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024, C036

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

AVC 285 Renaissance and Post-Renaissance Gardens and Landscape Architecture

The course examines the development and transformation of a major art form, the landscape garden, from its beginnings in fifteenth-century Italy through its later manifestations in seventeenth-century France and eighteenth-century England. While the garden provides the visual and historical framework for the course, the pervasive theme is humanity's changing attitudes toward and interpretations of nature and the world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C055, C057, C066

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Harwood, Edward

Instructor Permission Required: No

AVC 287 Gender and Visual Culture

This course concerns gender in the making and viewing of visual culture, with emphasis on the later twentieth and early twenty-first centuries, and the roles of visual culture in the construction of gendered identities. Topics include the use of the visual in artistic, political, and historical representations of gendered people; queer and trans genderings; the visualization of gender in relation to race, ethnicity, nationality,

class, age, sex, and sexuality; and matters of censorship, circulation, and resources that affect the cultural production of people oppressed and/or marginalized by sex and/or gender.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Race, Sexuality, Gender)(Africana: Gender)

Class Restriction: None

Cross-listed Course(s): GSS 287

Instructor: Rand, Erica

Instructor Permission Required: No

AMAV 288 Visualizing Race

This course considers visual constructions of race in art and popular culture, with a focus on the twentieth and twenty-first centuries. General topics include the role of visual culture in creating and sustaining racial stereotypes, racism, white supremacy, and white-skin privilege; the effects upon cultural producers of their own perceived race in terms of both their opportunities and their products; and the relations of constructions of race to those of gender, class, ethnicity, and sexuality.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C036, C037, C040, C041

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Race, Sexuality, Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

AVC 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture

The great reliquary towers called stupas (or "pagodas") are by far the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Even in North America and Europe, they have become an essential part of Tibetan Buddhist communities. Stupas are symbols of illumination, repositories for the relics of enlightened Buddhists, and central to sacred narratives throughout the Buddhist world. They are also a universal symbol, conceived of as embodiments of metaphysical principles with manifold meanings. The course examines the vast array of architectural forms of stupas and artistic programs decorated on their gateways, balustrades, and galleries. It also explores religious concepts and symbolic motifs embodied in the architectural work.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): ASIA 289

Instructor: Nguyen, Trian

Instructor Permission Required: No

AVGS 295 The Decorated Body

This course analyzes the arts associated with the body, using the body as subject and as lens for theoretical discussions in relation to non-Western and Western cultures. Cross-cultural and cross-disciplinary, with particular attention to the body as gendered and raced, the course addresses the ways that the body has been adorned and manipulated as an artistic medium through practices including painting, scarification, surgical manipulation, tattooing, piercing, branding, and hair adornment.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C036, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Race, Sexuality, Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bessire, Aimee

Instructor Permission Required: No

AVC 303 Art & Social Practice

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community. Prerequisite(s): One introductory studio course in drawing.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 303

Instructor: TBA, Staff

Instructor Permission Required: No

AVC 309 Advanced Video Production

Continued exploration and practice of video production and its wide possibilities as a tool for contemporary culture production. First, students participate in workshops to deepen their knowledge of theoretical and technical video skills, including advanced video camera work, lighting, sound, and postproduction equipment and software. Then they propose and produce a video project, utilizing all stages of production (preproduction, production, and postproduction) and work with their peers to create their own production crew. Distribution for independent fiction and nonfiction video is discussed, including film festivals, gallery and museum installations, and/or performances. Class screenings and critiques supplement in class demonstrations. Prerequisite(s): AVC 209 or 311.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C019, C091
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Gonzalez Valencia, Carolina
Instructor Permission Required: No

AVC 311 Animation II: Experimental Methods

A study of analog and digital animation techniques and materials for video. Students work with different drawing and painting materials, cut-outs, cameraless animation, under the camera destructive and constructive animation, objects, rotoscope, and compositing images in Photoshop. Basic sound design for animation are covered, including Foley and voice recording. After experimenting with these techniques, students propose and produce a short animated video. The course emphasizes the intersection among storytelling, content, and the animated image. Distribution for independent animation is discussed, including but not limited to film festivals, gallery/museum installations, and/or performances. Class screenings and critiques supplement in class demonstrations. Prerequisite(s): AVC 209 or 211.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Gonzalez Valencia, Carolina
Instructor Permission Required: No

AVC 312 Drawing the Figure

This course emphasizes drawing from the human figure, the development of conceptual drawing attitudes, and drawing as a medium of lyrical expression. Recommended background: previous drawing experience. Prerequisite(s): AVC 212 or 213; or permission of the instructor.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C027, C029
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Jones, Penny
Instructor Permission Required: No

AVC 315 Studio Pottery

This course explores work generated on the potter's wheel through making and studying aspects of historic and contemporary pottery. Emphasis is placed on developing utilitarian pots as students examine the processes, methods, and theories of ceramic pottery work, glazing, and firing. There is a laboratory fee. Prerequisite(s): AVC 203, 224, or s21. May be repeated twice for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dewsnap, Susan

Instructor Permission Required: No

AVC 316 Printmaking Workshop

Students develop images using printmaking techniques selected from intaglio, relief, and monoprinting methods. Emphasis is placed on development of sustained projects with increasing independence, and critical thinking in an expanding context. There is a laboratory fee. May be repeated twice for credit. Recommended background: interest in drawing, painting, photo, or other 2D studio arts. Prerequisite(s): Any other 200-level AVC studio class.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012, C023, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

AVC 318 Photography: Perception and Expression

Continued study in film-based or digital photography, offering refinement in technical skills as introduced in AVC 219. The further development of perception and critical analysis of images is emphasized. There is a laboratory fee. Prerequisite(s): AVC 219 or equivalent experience. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Elke

Instructor Permission Required: No

AVC 321 Representations of Gender, Labor, and Craft in the Mediterranean

The history of the modern Mediterranean has often been described as a history of fragmentation, fueled by nation-building and divided by the forces of colonialism. This course will approach this history through the architecture of transcultural studies, examining narratives of twentieth-century migration. It will explore how material culture visualizes intersections of gender, imperial hegemony, and systems of labor, seeking to expand our understanding of work, homeland, and womanhood. Through object-based research, museum visits, and digital humanities projects, students question what role does “women’s work” play in histories of migration, cross-pollination, and connectivity? How do gendered representations of labor (paid and unpaid)

or craft codify differences even inflicting segregation around the Mediterranean after 1900? This class illuminates an understudied and marginalized group – the female migrant - as an active agent in regional and trans-regional art history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 321

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 324 Ethnographic Filmmaking: Multimedia Storytelling for Social Change

This course explores documentary and ethnographic filmmaking through hands-on production and engagement with key issues in anthropology. Activities include in-class workshops and field explorations for final ethnographic film or media projects with an emphasis on activist anthropology and field recording. Students learn by doing, using ethnographic methods such as participant-observation, interviewing, data visualization, digital textual analysis, and film/audio/podcast recording. This class includes group activities, reading ethnographies, watching films/media, site visits, and guest tutorials in audio/visual media production. Students apply what they learn in class to document their cultural worlds at Bates and in Maine, taking care to mobilize anthropological tools to “situate” themselves in domains of power while creating media that examines core social issues of our time. The course concludes with presentations of multimedia projects for members of the Bates community.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 324

Instructor: Hughes, Jen

Instructor Permission Required: No

AVC 329 Politics of Place: Global Perspectives on American Art

The American art history has historically neglected the Islamic world. Yet, the long-standing relationship between the fields of American and Islamic art demonstrates a history of encounter and exchange. By examining the transnational circulation of modernisms across the Atlantic, this class highlights implicit biases in both fields. It explores an insidious Islamophobia and present-day Orientalism in American art, and investigates a deeply-rooted belief in the history of Islamic art that 18th and 19th centuries were an age of stagnation, and decidedly unmodern. More specifically, by putting these two art histories into conversation, students will learn that the cross-cultural circulation of modernisms is critical our understanding of American art. Course lecture and discussion will follow historical case studies, emphasizing the intersection of national frameworks and imperial contexts—many of which still today engineer a neo-Orientalist fervor in the American art market.

Modes of Inquiry: [CP], [HS]

Writing Credit: [W2]

GEC(s): None
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): AMST 329
Instructor: TBA, Staff
Instructor Permission Required: No

AVC 344 Building a Body of Work

Choosing media they would like to investigate closely, students focus on methods and ideas in order to develop their work. Students are encouraged to investigate the possibilities that arise when they choose limitations on subjects, materials, processes, and form, and make a group of closely related works. This course offers an opportunity to maintain a regular, independent, and self-sustaining studio practice for a full semester. There is a laboratory fee. Prerequisite(s): two studio art courses in any medium. This course can be repeated if space is available.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Roman, Michael
Instructor Permission Required: Yes

AVC 345 Trans Studies in the Politics of Visibility

Many people have welcomed the increased visibility of trans and/or gender-nonconforming people as a sign of progress. Yet who is visible, what constitutes visibility, and whom do particular visibilities benefit? This course uses a trans studies framework to consider both the products and the politics of visibility. Topics include the representation of queer gender and trans and/or gender-nonconforming people in contemporary visual culture; critiques of visibility in relation to state surveillance and white supremacy; and the interconnected roles of norms regarding race, sexuality, ethnicity, class, and ability in perceptions and practices of gender normativity and transgression. Recommended background: at least one course with substantial work in gender, queer, or trans studies or the study of visual culture.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C009
Department/Program Attribute(s): (AVC: History and Criticism)(Africana: Gender)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): GSS 345
Instructor: Rand, Erica
Instructor Permission Required: No

AVC 350 Visual Meaning: Process, Material, Format

This course reflects changing concerns in the contemporary art world. Working in various media of their choice alongside each other—for example, photographers next to painters—students address similar thematic material. Topics include the potential of format and material to shape meaning, with emphasis on a process

that balances critical thinking with creative generation. This course is recommended for students with a serious commitment to making studio art, especially studio art majors. Prerequisite(s): two or more previous studio art courses. May be repeated once for credit.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012, C023, C029, C055

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Pamela

Instructor Permission Required: No

AVC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AVC 361 Museum Internship

Students who have arranged to participate in an unpaid internship at the Bates College Museum of Art may receive one course credit by taking this course at the same time. Depending on the needs of the museum, internships may involve collections management, exhibition development, education programming, or research. The same arrangement is possible for students who obtain internships at the Portland Museum of Art or summer internships. Students may have internships throughout their college careers, but may receive credit for one semester only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C012, C017, C061, C083

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Trian

Instructor Permission Required: Yes

AVMU 365A Soft Power: Soft Cultural Objects and Installation

An exploration of soft sculptural techniques. Students use fibers--textiles, paper, flexible plastics, and alternative materials-to create objects, installations, and props and wearables for performance. Students learn technical skills to develop three-dimensional forms from flexible two-dimensional materials, including pattern design, creating inflatables, dimensional stitching, bookbinding techniques, and box-making methods. Students analyze specific bodies of work by modern and contemporary artists including Natalie Baxter, Claes Oldenburg, and Meschac Gaba. The course is supplemented with relevant artist talks, readings, and group discussion.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Koiki, Bukola

Instructor Permission Required: No

AVC 371 Landscape and Power

Now more than ever, nineteenth-century survey campaigns, relics of colonial enterprise, resonate as global practices that share a pictorial language or "style" used to characterize topographical space in ways that combine discourses of science and art, cultural nostalgia and modernity, as well as amateur and official practices. They turn place into property and land into landscape, shaping territorial expansion and legitimizing imperial politics in the name of (proto)national identity. This course considers the transnational and temporal dynamics of survey histories from the "majority world," addressing the often-neglected narratives of landscape (particularly through photography) beyond the borders of Europe and North America. Prerequisite(s): two courses in the history of art and visual culture.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nolan, Erin

Instructor Permission Required: No

AVC 373 Art of the Global Middle Ages

This course examines artworks produced by diverse communities in Europe, North Africa, the Middle East, and Western Asia from the period ca. 500-1500 C.E. Through case studies of luxury objects, iconic architecture, monuments, and paintings, students explore the ways that artists, patrons, and viewers within Islamic, Jewish, and Christian traditions articulated spiritual and intellectual values and religious and socioeconomic identities. The course focuses on visual and cultural interactions such as commerce, gift exchange, reinterpretation of visual forms, and reuse of significant objects and spaces. Attention is given to scholarly debates on the concept of a "global" Middle Ages and popular (mis)conceptions about the medieval era. Recommended background: at least one course in art history, premodern history, or religious studies.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C001, C051
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): CMS 373
Instructor: Woodward, Beth
Instructor Permission Required: No

AVC 374 Methods in the Study of Art and Visual Culture

This course considers the history and methodology of art history and visual culture studies, with an emphasis on recent theoretical strategies for understanding visual culture. Topics discussed include stylistic, iconographic, psychoanalytic, feminist, historicist, queer, antiracist, and postmodern approaches to the study of visual material. Prerequisite(s): two 200- or 300-level courses in the history of art and visual culture.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rand, Erica
Instructor Permission Required: No

AVC 457A Senior Thesis: Studio Art

Guidance in the development of a body of work in studio art accompanied by a short essay and culminating in an exhibition at the Bates College Museum of Art. Students majoring in art and visual culture in the studio track take 457A in the fall and 458A in the winter and must take these courses consecutively in their senior year. Students undertaking a thesis in studio art meet weekly.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

AVC 457B Senior Thesis: History and Criticism

Preparation of an essay in the history or criticism of art and visual culture, conducted under the guidance of a member of the department faculty. Students may conduct a thesis in either fall or winter semester. Students conducting a senior thesis in history and criticism do not meet as a class. Students undertaking a thesis in the fall semester take 457B.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Harwood, Edward
Instructor Permission Required: No

AVC 458A Senior Thesis: Studio Art

Guidance in the development of a body of work in studio art accompanied by a short essay and culminating in an exhibition presented at the Bates College Museum of Art. Students majoring in art and visual culture in the studio track take 457A in the fall and 458A in the winter and must take these courses consecutively in their senior year. Students undertaking a thesis in studio art meet weekly.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Johnson, Pamela
Instructor Permission Required: No

AVC 458B Senior Thesis: History and Criticism

Preparation of an essay in the history or criticism of art and visual culture, conducted under the guidance of a member of the department faculty. Students conducting a senior thesis in history and criticism do not meet as a class. Students undertaking a thesis in the winter semester take 458B.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Harwood, Edward
Instructor Permission Required: No

AVC S13 Ceramic Tilework and Design

This course explores glaze, color, and design on ceramic tile. Students work with preliminary drawings and paper studies progressing to a series of handmade ceramic tiles. They investigate one technical approach to the glazed surface such as slips and glazes or tin-glaze majolica, and they strategize about tile layout using imagination and traditional perspectives of historical tile design.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C029, C036
Department/Program Attribute(s): (AVC: Studio)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dewsnap, Susan

Instructor Permission Required: No

AVC S15 Photographing the Landscape

The course provides a context for studying and analyzing images of the landscape by viewing and discussing historic and contemporary landscape photographs. Questions considered include the role of the sublime in current landscape photography, beauty as a strategy for persuasion, perceptions of "natural" versus "artificial," and contemporary approaches in trying to affect environmental change. Students explore the depiction of the landscape by producing their own body of photographic work. Recommended background: AVC 219.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C028, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): ENVR S15

Instructor: Morris, Elke

Instructor Permission Required: No

AVC S16 Understanding Vietnam: Its History and Culture

In this course students consider a wide range of Vietnamese history and culture through a multidisciplinary lens. Students explore Vietnam within the framework and context of specific historical and visual culture, ranging from ancient monuments to contemporary sites. Students visit a variety of field sites including national museums, historical monuments, imperial palaces and tombs, and traditional craft villages as well as important sites of battles during the Vietnam War. Students discuss background texts and field trip experiences in light of their historical and cultural contexts. Recommended background: AVC 245 or s29.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S16

Instructor: Nguyen, Trian

Instructor Permission Required: Yes

AVEN S17 Cartoon Cartoon: Film Theory and History of Short-Form Animation

This course provides an overview of short-form animation, its history, and film theory as relates to animation from birth of cartoons and their early use before and between feature films in theaters to their move to prime-time television and the rise of networks dedicated to cartoons. Students discuss issues of technique, production, form, audience, and venue. The course also explores what animation looks like in other regions of the world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Salter, Tiffany
Instructor Permission Required: No

AVC S20 African Photography

This course examines the photography of the African continent from the mid-nineteenth century to contemporary times. Since its development, photography has served as a powerful medium to document the social, cultural, political, economic, and environmental landscapes of Africa. Indigenous and foreign photographers have focused their lenses and perceptions on the continent from the precolonial through post-independence eras. This course analyzes these photographs and the complex stories they tell, including ones of implicit bias and racism, colonial or nationalist propaganda, as well as the agency portrayed through narratives of daily life, the vibrancy of African photographic studios, and creative expressions by contemporary artists. Theories of photography, race, and gender are central to the course.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Bessire, Aimee
Instructor Permission Required: No

AVC S22 Hell and Damnation: Imaging the Afterlife

This course examines works of art produced in Europe from ca. 500 to 1500 C.E. and considers the ways in which the visual arts responded to and helped to shape premodern conceptions of death and the afterlife. How did medieval thinkers and artists envision Heaven, Hell, the Apocalypse, and the Last Judgment? How did visual representations of damnation and salvation change during the medieval period? Students analyze a variety of media (sculpture, paintings, mosaics, tapestries, stained glass, illuminated manuscripts, etc.) in order to gain a deeper understanding of the important and complex roles that concepts of judgment, damnation, and salvation played in the daily lives and visual environments of medieval Christians.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C001, C051
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): AVC 290, CMS S22
Instructor: Woodward, Beth
Instructor Permission Required: No

AVC S23 Studying Asian Art in the Bates College Museum Collection

This course studies the major collections of more than 200 pieces of Asian art in the Bates College Museum of Art. They represent cultural richness and diversity in medium, and artistic expression, from the seventeenth century to the present in Asia. The course focuses on the art of shaman ritual objects from Southern China and Vietnam, on the popular images of the Japanese Ukiyo-e woodblock prints and the painting of flowers, birds, and water creatures from the Edo period, and on political propaganda posters

from the mainland China. The course a) provides students with the first-hand experiences of viewing real objects in the museum; b) offers students the underpinned cultural contexts and original functions, meanings, purposes, and aesthetic concepts; c) helps students practice writing museum pamphlets and a short catalogue. Moreover, the museum's director and curators assist in facilitating the course to achieve its goals and objectives.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S23

Instructor: Nguyen, Trian

Instructor Permission Required: No

AVC S24 Textile Towns: Medieval Tuscany and Modern Lewiston

Settlements throughout history have been described as “textile centers” to indicate that their economies and environments were shaped by the production of cloth. Museum collections tend to frame textiles as luxury products that circulated within elite global networks. In this course, we will use the contrasting case of the Maine MILL to explore how medieval Italian cities like Florence, Lucca, and Prato were defined by the people who produced and profited from silk and wool, the networks of materials that went into the woven bolts, and the spaces and conditions of labor.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S26

Instructor: Boomer, Megan

Instructor Permission Required: No

AVC S25 Contemporary Global Photographies

This course radically refocuses critical debates about contemporary photography on local image-making economies and vibrant centers of artistic production that too often sit at the margins of art historical discourse. It shifts the conversation away from dominant narratives that chart photographic history as a hegemonic Euro-American explosion of technology and instead orient thinking toward globalized photographic networks that connect continents, countries, and cultures. Through thematic lectures, discussions, and museum visits, students study photographic practices from outside of the Global North from 1980 to the present. This course seeks to decolonize the relationship between history and cultural representations by studying the international migration of photographs within the global art market. Students will complete a term-length object-based writing project, incorporating photographs at the Bates College Art Museum.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Nolan, Erin
Instructor Permission Required: No

AVC S28 Art and Social Practice: A Collaborative Community-engaged Project

This course combines scholarly inquiry and research on historical and contemporary social practice with practical studio experience and collaborative practice within the community with attention to issues of equity, inclusion, and accessibility. Students study the history of socially-engaged art, looking at historic political posters and woodblock prints, murals, and other modes of socially engaged art as well as contemporary artists and collectives that utilize similar methods for their work. Students work with a community partner to understand strategic goals and concerns and collaboratively create an action plan that utilizes art making as a form of collaborative activism and support. The course focuses on the design and production of a collaborative studio project such as relief prints, a mural, or a workshop; the course culminates in the performance, exhibition, and/or distribution of the collaborative work within the community.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Studio)
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

AVAS S29 Modern Vietnamese Culture through Film

Many people conceive of Vietnam through images of war rather than through its culture. This course offers students an opportunity to study modern Vietnamese culture through documentary and feature films produced by westerners and Vietnamese during the last fifty years. The course helps students to gain insight into a traditional culture that, in part, shaped the modern course of Vietnam's history. The course challenges the old stereotypical views of Vietnam advanced by Hollywood movies with the new cultural images presented through Vietnamese eyes. Not open to students who have received credit for AV/AS 229.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C017, C019, C033, C061
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVC S34 Building a Studio Practice

Choosing media they would like to investigate closely, students focus on methods and ideas in order to develop their work. Students are encouraged to investigate the possibilities that arise when they choose limitations on subjects, materials, processes, and form and make a group of closely related works. This course

offers an opportunity to try to maintain a regular, independent, and self-sustaining studio practice for five weeks. Access to some technical facilities may be limited. Prerequisite(s): one studio art course in any medium.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

AVC S36 Video Installation

Video installation is an interdisciplinary art form that intersects with architecture, hybrid media, and performance practices. This studio course investigates this evolving art form that extends the conversation of cinema and video art beyond the frame into live, site-specific, and multi-channel environments. Workshops expanding technical and conceptual skills are supported by presentations, screenings, and theoretical readings. Applying their skills and interests, students work on weekly site-specific video installation projects. Prerequisite(s): AVC 209 and 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gonzalez Valencia, Carolina

Instructor Permission Required: No

Asian Studies

Associate Professors Chaney (History), Faries (Asian Studies, chair), Fatone (Music), He (Economics), Nguyen (Art and Visual Culture), and Melnick Dyer (Religious Studies); Assistant Professors Garrison (Psychology), Lu (Chinese), McGaughey (Japanese), and Wiesinger (Asian Studies); Visiting Assistant Professor Arora; Senior Lecturer George (Hispanic Studies); Lecturers Konoeda (Japanese) and Miao (Chinese)

In a globalized society, it is essential to find alternatives to U.S.-centric world views and create opportunities to center and learn from equally important voices and perspectives from around the world. We have much to learn from Asia's complex experiences with local, regional, and global flows of privilege, power, colonialism, and ethnic conflict.

Asian popular music, cinema, and literature and film—including manga, anime, Bollywood, and martial arts films—have become mainstays in the world's media sphere, while innovative new media cultures invite the world to encounter the new Asia. Despite an increasingly interconnected world, we encounter troubling stereotypes, prejudice, and racism within and toward Asia in today's fast-paced global media, and politics, as well as in everyday encounters.

By learning about the languages, histories, philosophies, politics, economies, literatures, arts, religions, and cultures of the many peoples of Asia and its diasporas, students gain the knowledge, contexts, and intercultural competency necessary to engage with a large part of the world that is largely under-acknowledged in academic institutions outside Asia.

Asian Studies is an interdisciplinary program designed to encourage students to deepen their study of Asian cultures through courses and the senior thesis, along with rigorous training and expertise in Chinese or Japanese language. The program features three majors: Chinese, Japanese, and Asian Studies. In addition to the majors, the Program in Asian Studies offers minors in Chinese, Japanese, and Asian Studies. Students are strongly encouraged to study abroad for a semester (or a full year) in China or Japan, as an integral part of the curriculum, for linguistic and cultural immersion, and for exploration on the ground. Faculty and students in the program also have fun together, participating in regular language tables and in events to celebrate cultural traditions of Asia.

Planning for the Major or Minor

The program offers three majors, Chinese, Asian Studies, and Japanese. The major requirements and courses are listed below. Each of these majors gives students an opportunity to develop an understanding of Asia by intensive study of Chinese or Japanese and to pursue topical courses introducing some of the most accomplished civilizations and dynamic societies in today's world. In addition to the majors, the Program in Asian Studies offers minors in Chinese, Asian Studies, and Japanese.

More information is available on the [Asian Studies program website](#).

Asian Studies Major Requirements

The Asian Studies major provides students with a broad introduction to the cultures and societies of Asia and their interrelationships. The major consists of two required years of Chinese or Japanese language study, one required course introducing East Asian cultural history, and a broad selection of courses to choose from that focus on premodern or modern societies and cultures of Asia. Asian Studies majors are also encouraged to spend at least one semester at an approved program in mainland China, Taiwan, or Japan, and may potentially pursue a focus in Korean language and culture through approved off-campus programs. Minors in Chinese or Japanese may count no more than one course toward both their major in Asian studies and their minor in Chinese or Japanese.

Requirements for Asian Studies majors in the class of 2027 and beyond, and optionally for East Asian Studies majors in the classes of 2024, 2025, and 2026:

1. Core Courses

Complete one of the following:

- Four courses of Chinese language and ASIA/HIST 171 Imperial China
- Four courses of Japanese language and ASIA/JPN 261 Cultural History of Japan

2. Electives

Complete any five courses with ASIA/CHI/JPN prefixes, two of which must focus on an Asian culture other than the student's core language choice.

- Up to two Asian language courses outside the student's core language choice can count for this "other culture" requirement.
- An FYS on China or Japan may count toward the five courses
- Up to two Short Term courses may count toward the major
- One W2 course in Asian Studies is highly recommended

3. Thesis Sequence

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

Complete one course from the following:

- ASIA 457 Senior Thesis
- ASIA 458 Senior Thesis

Courses Taken Outside of Bates

Students may petition the Asian studies program to have relevant courses taken in their study-abroad program (including the Bates Fall Semester Abroad) applied toward the fulfillment of the major requirements except for the thesis sequence. Students may receive credit for CHI 102 or JPN 102 with a score of four on the corresponding language's AP examination, or credit for CHI 201 or JPN 201 with a score of five.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major in Asian Studies.

Asian Studies Minor Requirements

Students may fulfill a minor in Asian Studies by completing six courses from the list of courses in Asian Studies, Chinese, and Japanese. In consultation with an Asian Studies faculty member (chosen or appointed by the Asian Studies chair) and in accordance with program guidelines, students may design their own course of study.

The minor may include one Short Term courses and a maximum of four language courses. With the approval of the minor advisor, students may apply courses taken on study-abroad programs toward the minor, including courses taken on Bates Fall Semester Abroad programs in Asia.

Majors and minors in Chinese or Japanese may count no more than one course toward both the Asian Studies minor and their major or minor.

Additional Courses for the Minor:

All courses designated with Asian Studies, Chinese, or Japanese prefixes may be taken to fulfill the minor in Asian Studies.

Students may petition for any other course with a clear Asia focus but not explicitly cross-listed in Asian Studies to count for the Asian Studies minor.

Courses Taken Outside of Bates

With the approval of the minor advisor, students may apply up to two courses taken on study-abroad programs toward the minor, as well as courses taken on Bates Fall Semester Abroad programs in Asia.

Short Term Courses

The minor may include one Shot Term course.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor in Asian Studies.

Chinese Major Requirements

The Chinese major presents an opportunity for an in-depth and focused study of Chinese language and culture. The major places emphasis on the student's acquisition of oral and written language proficiency as well as on the development of cultural awareness and competency. The program strongly recommends that majors spend half or all of their junior year on a college-approved study-abroad program.

The major consists of a minimum of 12 courses that must include the following:

1. Language

Complete seven courses from the following:

- CHI 101 Beginning Chinese I
- CHI 102 Beginning Chinese II

- CHI 201 Intermediate Chinese I
- CHI 202 Intermediate Chinese II
- CHI 301 Upper-Level Modern Chinese I
- CHI 302 Upper-Level Modern Chinese II
- CHI 401 Advanced Chinese

Students who enter the program above the 101 level may take CHI 415 (Readings in Classical Chinese) and/or CHI 450 (Special Topics in Advanced Chinese). CHI 450 is a topics course and may be repeated to reach the seven-course requirement.

2. Literature and Culture (three courses)

Complete one course from the following:

- ASIA/CHI 207 Traditional Chinese Literature in Translation
- ASIA/CHI 223 New and Emerging Voices in Chinese Literature

Complete any other two CHI courses (except for CHI 01, 102, 201, 202, 301, 302, 401), any Asian studies courses with the primary focus on China, and any China-focused first-year seminar. CHI 415 and 450 may be used for this requirement if they are not used toward fulfillment of the language requirement.

3. Senior Thesis

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

Complete at least one course from the following:

- CHI 457 Senior Thesis
- CHI 458 Senior Thesis

Courses Taken Outside of Bates

Students may petition the program to have courses taken in approved study-abroad programs applied toward the fulfillment of the Chinese language requirement (up to two credits per semester of study) and the literature and culture requirement (up to one credit per semester of study).

Students who receive a score of four or five on the Chinese Advanced Placement examination may receive one credit toward the language requirement of the Chinese major.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the Chinese major.

Chinese Minor Requirements

A minor requires seven courses, six of which must be Chinese language courses. At least one of the seven courses must involve the study of literature or culture.

Minors in Chinese may count no more than one course toward both their Asian Studies major or minor and their minor in Chinese.

Courses Taken Outside of Bates

A student may petition to have up to three comparable courses, completed at other institutions in the United States or abroad, apply toward the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor in Chinese.

Japanese Major Requirements

The major in Japanese presents an opportunity for an in-depth and focused study of Japanese language and culture. The major places emphasis on the student's acquisition of oral and written language proficiency as well as on the development of cultural awareness and competency. The program strongly recommends that majors spend their junior year at the Associated Kyoto Program or another approved year-long study-abroad program in Japan.

1. Language

Basic and Intermediate Language Courses

Complete the following courses:

- JPN101 - Beginning Japanese I
- JPN102 - Beginning Japanese II
- JPN201 - Intermediate Japanese I
- JPN202 - Intermediate Japanese II
- JPN305 - Upper Intermediate Japanese

Students with previous experience in Japanese who begin their study of Japanese at the second-year level may elect to fulfill this requirement with JPN 201-202, 305, two semesters of topics courses (350), or the equivalent.

Advanced Language Courses:

Complete two semesters of JPN 350 Topics in Advanced Japanese

JPN 350 may be used to fulfill either Basic/Intermediate Language or Advanced Language requirements, but not within the same semester.

2. Literature and Culture

Complete the following course:

- JPN 125 Japanese Literature and Society

3. Elective Courses

Complete at least 2 of the following courses:

- ASIA110 - East Asia between Tradition and Modernity
- ASIA235 - Supernatural in East Asia
- JPN130 - Japanese Horror Film: Silent Era to Present
- JPN215 - Film, Literature, and the Cultures of Postwar Japan
- JPN261 - Cultural History of Japan: From Jōmon Pottery to Manga
- JPNS27 - Hiroshima and Nagasaki
- JPNS29 - Performing Fukushima: Theater and Film

Students may apply one of the following courses toward the fulfillment of this requirement:

- ASIA236 Japanese Art and Visual Culture.
- ASIA246 Visual Narratives: Storytelling in East Asian Art.
- ASIA247 The Art of Zen Buddhism.
- ASIA348 Epics of Asia: Myth and Religion.
- FYS491 Reading Japan in Multicultural Picture Books.
- FYS501 Japan on Screen.

4. Thesis Sequence

Complete the following course:

- ASIA 320 Advanced Seminar: Current Research on Asia

Complete at least one course from the following:

- JPN 457 Senior Thesis
- JPN 458 Senior Thesis

Students are expected to utilize some source materials in Japanese when conducting research for the thesis. Qualified students may elect to write the thesis in Japanese.

Courses Taken Outside of Bates

Students may petition the program to have courses taken in their study-abroad program (including the Bates Fall Semester Abroad) applied toward the fulfillment of requirements (1a) and (2b). Students are typically able to petition for two language credits per semester from an approved junior semester/year program in Japan to apply towards the fulfillment of requirements (1a) or (1b). Which courses these off-campus courses replace depends on the actual off-campus courses; students should discuss their plans with their major advisor before they depart.

Students may receive credit for JPN 102 with a score of four on the Japanese Advanced Placement examination and JPN 201 with a score of five.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the Japanese major.

Japanese Minor Requirements

A minor requires seven courses, six of which must be in Japanese. At least one of the seven courses must involve a study of literature or culture. ASIA 235, FYS 491, or FYS 501 may count toward this requirement.

Minors in Japanese may count no more than one course toward both the Asian Studies major and their Japanese minor.

Courses Taken Outside of Bates

A student may petition to have up to three comparable courses, completed at other institutions in either the United States or abroad, applied toward the minor. Students are typically able to petition for two language credits per semester from an approved junior semester/year program in Japan. Which courses these off-campus courses replace depends on the actual off-campus courses; students should discuss their plans with their major advisor before they depart. Advanced Placement courses may not be applied toward the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses toward the minor in Japanese.

Course Offerings

ASIA 110 East Asia between Tradition and Modernity

China, Japan, and Korea each had a watershed moment in which they transformed into modern, independent nations. This course first provides an introduction to traditional cultures, and then explores the violent changes that swept over East Asia from the mid-nineteenth century through the Chinese Civil War and the destruction of World War II. Imperialism, women's movements, and cultural nationalism are examined through an interdisciplinary approach that draws from intellectual history, literature, and visual and performing arts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 110

Instructor: Zhang, Chi; Faries, Nathan

Instructor Permission Required: No

ASIA 125 Japanese Literature and Society

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C046, C050, C052, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 125

Instructor: Wiesinger, Justine; Zhang, Chi

Instructor Permission Required: No

ASIA 130 Japanese Horror Film: Silent Era to Present

Horror films are a familiar pop-culture touchstone, and many Americans are somewhat familiar with horror films from Japan. To deepen their appreciation of such films, students consider Japanese horror films in the context of genre theory and cinematic, psychological, social, political, and artistic elements. Students have the opportunity to think critically about popular films: What intellectual and artistic value do we find in genre films? How do we evaluate the claims of film scholars? Students also explore theory related to both filmic expression and horror themes, including psychoanalytic theory, feminist theory, film theory, and trauma theory. What does horror film say about the social, temporal, and cultural context from which it emerges? What does horror film say about filmmaking itself? How are formal filmic techniques used to express and induce fear and anxiety? No prior familiarity with Japan is required. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019, C033, C046, C052, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 130

Instructor: Wiesinger, Justine

Instructor Permission Required: No

ASIA 131 Chinese Popular Culture

This course explores the varied cultural landscapes of the Chinese-speaking world through the lens of popular culture. Students are introduced to key approaches in cultural studies, while learning to critically interpret literary, musical, and visual texts in the Chinese-speaking world in social and historical context. Topics include modernity and tradition, technology and culture, media and society, and the local and the global. Students emerge from the course with a new set of tools in thinking about "culture," both familiar and unfamiliar. No previous knowledge of Asia is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C053

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 131

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

ASIA 155 Introduction to Asian Religions

An introduction to the major religious traditions of Asia, in both their classical and modern forms, with a focus on modern popular developments in Hindu, Buddhist, Tibetan, Chinese, and Japanese traditions, and the ways in which racism has influenced perceptions of these religious traditions in the United States and Canada. The course explores the foundational teachings of each tradition, examines their historical and social contexts, and seeks answers to questions such as: What is the nature of religious experience? What are the functions of myth and ritual? How have these religious traditions been adapted, adopted, and appropriated in "the West"?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 155

Instructor: Melnick, Alison

Instructor Permission Required: No

ASIA 171 Imperial China

An overview of Chinese civilization from the god-kings of the second millennium and the emergence of the Confucian familial state in the first millennium B.C.E., through the expansion of the hybrid Sino-foreign empires, to the revolutionary transformation of Chinese society by internal and external pressures in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C048, C050

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 171

Instructor: Chaney, Wesley

Instructor Permission Required: No

ASIA 205 Chinese Poetry and Poetics: From the Beginning to Today

This course surveys Chinese poetry (shi) from its beginnings in the oldest collection of Chinese poetry, the Classic of Poetry, to contemporary vernacular poems or "new poetry" (xinshi). Special attention is paid to major canonical poets, important poetic anthologies, and poets whose individual talents have transformed the tradition of classical Chinese poetry. Chinese poems written in premodern Japan and Korea are also introduced. In addition, students read theoretical essays about poetry from the ancient to contemporary eras in China. All readings are in English and there is no Chinese language requirement. Recommended background: basic knowledge of Chinese history or knowledge of poetry in other languages.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ASCI 207 Traditional Chinese Literature in Translation

An exploration of Chinese literature through reading and discussion of some of its masterworks of poetry, drama, fiction, and belles-lettres prose from ancient times through the premodern era.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

ASIA 207 The Self and the World in Premodern Chinese Literature

What can premodern Chinese literature tell us about how to inhabit the world—about self and society, love and loss, beauty and time, truth and transcendence, and life's manifold possibilities? This course explores these questions through a survey of its masterworks of poetry, drama, fiction and belles-lettres prose from ancient times to the nineteenth century. As we learn to appreciate these works, we will also investigate questions such as: how to approach a literary text? What is the role of translation in shaping our understanding? In what ways are the works we read products of their own times and places, and how do they

speak to universal themes of human experience? All texts will be made available through English translation; no previous knowledge of Chinese language or literature is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C051, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 207

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

ASIA 208 Religions in China

A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Daoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 208

Instructor: Melnick, Alison

Instructor Permission Required: No

ASIA 215 Film, Literature, and the Cultures of Postwar Japan

From monster movies to abstract poetry, this course explores the diverse cultural currents running through Japan's era of high-speed growth during its dramatic economic recovery following the widespread destruction of World War II. Students examine some of the major literary, cinematic, and artistic movements of the period, their interrelationships, and their global reach and reception. Analysis of individual works considers broad thematic trends and choices made by postwar artists, including engagement with-or breaks from-the cultural and historical past; varying degrees of social engagement; and use of realism, experimentalism, or abstraction. Conducted in English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C050, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 215

Instructor: Wiesinger, Justine

Instructor Permission Required: No

ASIA 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature

A survey of Chinese literature since 1911, including a wide range of fiction, poetry, and drama from mainland China and texts from the Chinese diaspora as well. Students gain a greater understanding of

China's history and literary culture in three major periods: the May Fourth shift from traditional language and forms to vernacular literature; Socialist Realism and the Marxist theory of the first three decades of the People's Republic; and China's Reform Era, including expatriate authors like Ha Jin and China's two controversial Nobel Prize winners, Gao Xingjian and Mo Yan. Recommended background: AS/CI 207.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 223

Instructor: Faries, Nathan

Instructor Permission Required: No

ASIA 224 Japanese Literature & Society

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C046, C050, C052, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 224

Instructor: TBA, Staff

Instructor Permission Required: No

ASIA 234 Chinese Arts and Visual Culture

This course introduces Chinese visual cultures, from the Neolithic period to the present day, focusing on a period of particular cultural significance from the Han to Qing dynasties. The course reveals interrelationships among Chinese art, literature, religious philosophy, and politics. Topics discussed include artists' places within specific social groups, theories of arts, questions of patronage, and the relation of traditional indigenous art forms to the evolving social and cultural orders from which they draw life. Principal objects include ritual objects, bronze vessels, ceramics, porcelain, lacquer ware, sculptures, rock-cut temples, gardens, painting, calligraphy, and wood-block prints.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C047

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AVC 234

Instructor: Nguyen, Trian

Instructor Permission Required: No

ASIA 235 Supernatural in East Asia

This course explores key themes in stories of the supernatural in East Asia, specifically China and Japan and their role in the cultural, visual, and religious imagination. Here the supernatural ranges from strange animals, ghosts, and demons to Buddhist miracles and Daoist immortals. The texts include short stories, plays, and visual representations. Students consider the boundaries between our world and other worlds and between humans and nonhumans. In the process, they consider the different ways the supernatural can function, from explorations of the self and the other to embodiments of cultural anxieties and desires.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Zhang, Chi

Instructor Permission Required: No

ASIA 236 Japanese Arts and Visual Culture

This course surveys the history of Japanese art and visual culture focusing on the development of pictorial, sculptural, and architectural traditions from the Neolithic to the present time. The course explores the relationship between indigenous art forms and the foreign concepts, art forms and techniques that influenced Japanese culture, and social political and religious contexts as well as the role of patronage for artistic production. Topics include architecture, sculpture, painting, narrative handscrolls, the Zen arts, monochromatic ink painting, woodblock prints, decorative arts, contemporary architecture, photography, and fashion design.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C033, C046, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AVC 236

Instructor: Nguyen, Trian

Instructor Permission Required: No

ASIA 238 Visual Depiction of "Self" and Transformation in East Asian Art

Portraits have occupied preponderant places in East Asian cultures, depicting visual forms and revealing the subjects' spiritual essences. This course offers a cross-cultural study of portraiture in East Asian art. It introduces students to the physical likeness of a wide variety of subjects and explores underlying meanings and messages. It provides a comprehensive study of East Asian portraits, offers the current scholarship, and explores the core issues, including the relationship of portraiture, oral and written stories, the art of physiognomy, aesthetic principles and artistic styles, material cultures, and religious beliefs, social rituals, political ideologies, and underscored functions and meanings in the wide-ranging contexts. The course offers timely and astonishing transformations of the concepts of "self" examined via various aspects of social echelons, and reconsidering portraits as a thread to weave aspects of East Asian art together.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AVC 238
Instructor: TBA, Staff
Instructor Permission Required: No

ASIA 243 Buddhist Arts and Visual Cultures

The course examines the history of Buddhist visual cultures. It provides a basic introduction to a broad spectrum of Buddhist art, beginning with the emergence of early Buddhist sculpture in India and ending with modern Buddhist visual works. It examines selected works of architecture, sculpture, and paintings in their religious, social, and cultural contexts. It also briefly surveys regional Buddhism and its arts.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C001, C002, C033, C083, C087
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): AVC 243
Instructor: Nguyen, Trian
Instructor Permission Required: No

ASIA 245 Architectural Monuments of Southeast Asia

This course examines the arts of Southeast Asia by focusing on significant monuments of the countries in the region. It examines the architecture, sculpture, and relief carvings on the ancient monuments and their relations to religious, cultural, political, and social contexts. Sites covered include Borobudur, Angkor, Pagan, Sukkhothai, and My-Son.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C002, C033, C040, C057, C083, C087
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): AVC 245
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVAS 246 Visual Narratives: Storytelling in East Asian Art

This course examines the important artistic tradition of narrative painting in China and Japan. Through study of visually narrative presentations of religious, historical, and popular stories, the course explores different contexts in which the works—tomb, wall, and scroll paintings—were produced. The course introduces various modes of visual analysis and art-historical contexts. Topics include narrative theory, text-image relationships, elite patronage, and gender representation.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C002, C033, C047, C052, C061, C085

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Trian
Instructor Permission Required: No

ASIA 247 The Art of Zen Buddhism

The art of Zen (Chan) as the unique and unbounded expression of the liberated mind has attracted Westerners since the mid-twentieth century. But what is Zen, its art, and its culture? This course considers the historical development of Zen art and its use in several genres within monastic and lay settings. It also examines the underlying Buddhist concepts of Zen art. The course aims to help students understand the basic teachings of Zen and their expression in architecture, gardens, sculpture, painting, poetry, and calligraphy. Recommended background: AV/AS 243.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C001, C002, C033, C061
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)
Class Restriction: None
Cross-listed Course(s): AVC 247
Instructor: Nguyen, Trian
Instructor Permission Required: No

AVAS 248 The Art of Rock-Cut Architecture in Asia

This course explores the art of early Buddhist rock-cut temples. These temples appeared in India during the third century B.C.E., then spread along the ancient trade routes from India to eastern Asia. The rock caves not only chart artistic development, expressed through breathtaking architecture, sculpture, reliefs, and mural paintings depicting legends and stories, they also reveal the religious practice along the trade route, as well as international and local cultures. Recommended background: AV/AS 243.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C001, C002, C033, C055, C057, C087
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Trian
Instructor Permission Required: No

ASIA 250 The Buddhist Tradition

The course focuses on the doctrinal and social developments of a range of Buddhist communities, from early Buddhism in India and the rise of various Buddhist schools of thought up to modern Buddhist traditions as practiced in North America; Mahayana philosophies; and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C002, C026, C087

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): REL 250
Instructor: Melnick, Alison
Instructor Permission Required: No

ASRE 250 Buddhist Traditions

The course focuses on the doctrinal and social developments of a range of Buddhist communities, from early Buddhism in India and the rise of various Buddhist schools of thought up to modern Buddhist traditions as practiced in North America; Mahayana philosophies; and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C002, C026, C087
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Melnick, Alison
Instructor Permission Required: No

ASRE 251 Religions of Tibet

Tibetan religions contain a complex mixture of Indian, Chinese, and indigenous elements. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressions of this mixture, including monastic and tantric forms of Buddhism and pre-Buddhist religions practices. The relationships between religious and other social influence ethics also are explored.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C002, C047, C066, C087
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Melnick, Alison
Instructor Permission Required: No

ASIA 252 Musics of Asia and the Pacific

Designed for students interested in music cultures based outside the West, this course introduces selected historical and contemporary musical traditions of East Asia, Southeast Asia, and the Pacific Islands, with an emphasis on the integration of music, dance, theater, and ritual. The mutual constitution of music and social worlds is a core premise of the course. Music and/as place, the performance of group and individual identities, and issues of cultural representation are unifying themes. Several hands-on sessions, in which students learn to play instruments of the Bates Indonesian gamelan, enhance the grasp of formal principles common to a variety of Southeast Asian musics. Regional/cultural focus may vary.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]

GEC(s): C026, C061, C080, C087
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): MUS 252
Instructor: Fatone, Gina
Instructor Permission Required: No

ASIA 259 Caravans, Khans, and Commissars: A History of Central Eurasia

From Silk Roads to Chinggis Khan, an understanding of our world-and an appreciation for the diversity of human experience-calls for examining Central Eurasia. This course covers millennia and journeys through steppe, desert, and mountain, from Mongolia to Hungary, to reveal the ways Central Eurasia and its peoples have shaped world history. Key topics include the emergence of pastoral economies, steppe-sown interactions, the exchange of both goods and ideas, and the rise of empire as well as Central Eurasia's modern fate. Students consider these issues by examining scholarship and exciting primary sources, including epic poetry, art, and novels.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051
Department/Program Attribute(s): (History: Premodern)
Class Restriction: None
Cross-listed Course(s): HIST 259
Instructor: Chaney, Wesley
Instructor Permission Required: No

ASPY 260 Cultural Psychology

This course provides an introduction to the theoretical perspectives and research findings of cultural psychology, with an emphasis on comparisons between North American and East Asian cultural groups. Topics include defining culture as a topic of psychological inquiry; the methods of conducting cross-cultural research; the debate between universality versus cultural specificity of psychological processes; acculturation and multiculturalism; and cultural influences on thought, emotion, motivation, personality, and social behavior. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C030, C031, C053
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Boucher, Helen
Instructor Permission Required: No

ASIA 261 Cultural History of Japan: From Jōmon Pottery to Manga

This course starts with two questions: What is cultural history? Has there been just one culture in the history of the Japanese isles? The course considers cultural features of the prehistoric Japanese isles and then explores the development of aristocratic, warrior, and mercantile cultures in premodern and early modern Japan, focusing on literature, the arts, and religion. The course then considers culture in modern Japan. How have

the premodern arts informed the cultural development of modern Japan? How does popular culture reflect earlier cultural concerns while reformulating them in novel ways? The aim of the course is to promote critical engagement with Japanese cultures. Readings are in English, and no previous familiarity with Japanese culture is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C040, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN 261

Instructor: McGaughey, Hanna

Instructor Permission Required: No

ASIA 274 China in Revolution

Modern China's century of revolutions, from the disintegration of the traditional empire in the late nineteenth century, through the twentieth-century attempts at reconstruction, to the tenuous stability of the post-Maoist regime.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C053, C064

Department/Program Attribute(s): (History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 274

Instructor: Chaney, Wesley

Instructor Permission Required: No

ASPT 283 International Politics of East Asia

This course examines the security, political, economic, and cultural relations of East Asia through a range of theoretical perspectives in international relations. The major goal of the course is to understand the character, causes, and consequences of international conflict and cooperation in East Asia. Historical comparisons are drawn between the post-World War II and post-cold war periods. The course also considers foreign policy implications for the United States. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ko, Jiyoung

Instructor Permission Required: No

ASIA 287 Chinese Drama and Storytelling

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What can stories and plays tell us about the worlds from which they came? How do retellings and adaptations make new meaning? While learning to read the texts as literary works, we will also pay attention to their lives in

performance. The first half of the course is devoted to traditional Chinese storytelling and dramatic literature of the 14th to 19th centuries and the social, historical, and cultural contexts in which they arose; the second half focuses on their continued reimaginings in the 20th century and the intertwined lives of literature, stage and screen.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHI 287, THEA 287

Instructor: TBA, Staff

Instructor Permission Required: No

ASIA 289 Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture

The great reliquary towers called stupas (or "pagodas") are by far the most pervasive and symbolic form of Buddhist architecture in South, Southeast, and East Asia. Even in North America and Europe, they have become an essential part of Tibetan Buddhist communities. Stupas are symbols of illumination, repositories for the relics of enlightened Buddhists, and central to sacred narratives throughout the Buddhist world. They are also a universal symbol, conceived of as embodiments of metaphysical principles with manifold meanings. The course examines the vast array of architectural forms of stupas and artistic programs decorated on their gateways, balustrades, and galleries. It also explores religious concepts and symbolic motifs embodied in the architectural work.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C002, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)

Class Restriction: None

Cross-listed Course(s): AVC 289

Instructor: Nguyen, Trian

Instructor Permission Required: No

ASHI 301B From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present

This course investigates the twists and turns that attended the transition from imperial regime to modern nation in China. Perhaps two of the main legacies of China's last empire, the Qing (1644-1912), have been the territorial boundaries claimed by the People's Republic and the tensions that have continued to erupt throughout the borderlands: Tibet, Xinjiang, Mongolia, and Taiwan. This course deepens our understanding of modern China by considering why these frontiers are part of the contemporary nation-state and why their inclusion continues to be so contentious. Borderlands bring this transition into focus most clearly.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C047, C053, C064

Department/Program Attribute(s): (History: Early Modern)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Chaney, Wesley

Instructor Permission Required: No

ASIA 302 Environmental History of China

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 311, HIST 301S

Instructor: Chaney, Wesley

Instructor Permission Required: No

ASHS 303 Phillippine Literature in Spanish

This course interrogates the status of the Spanish language and literature written in Spanish in the Philippines from 1873 to 1945. Through the study of foundational works by the late nineteenth-century Ilustrados, it explores how Spanish came to be a vehicle for movements of resistance and rebellion against 400 years of Spain's colonial domination of the archipelago. In novels, poetry, and essays by writers of the so-called Golden Age, it examines how Spanish persisted under the U.S. colonial occupation (1898-1945) to contest the imposition of English and Anglophone culture, and to cultivate a sense of Filipino nationhood alongside literary revivals of indigenous languages such as Tagalog, Cebuano, and Chavacano. Readings include works by Pedro Paterno, José Rizal, Jesús Balmori, Adelina Gurra and María Paz Mendoza, among others. Only open to juniors and seniors. Prerequisite(s): one 200-level Hispanic studies course beyond 211. Recommended background: HISP 230 and 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: George, David

Instructor Permission Required: No

ASIA 308 Buddhist Texts in Translation

This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is placed on reading across genres, which include canonical sutras, commentarial exegeses, modern-day texts for lay practitioners, philosophical treatises, and popular legends. Prerequisite(s): one course in religious studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C002, C033, C087
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): REL 308
Instructor: Melnick, Alison
Instructor Permission Required: No

ASIA 320 Advanced Seminar: Current Research on Asia

What are scholars teaching us about Asia today? How do scholars in different fields of Asian Studies approach topics and present their research to an audience in distinct ways? What is Asian Studies, and what are the origins of this discipline? In this advanced seminar, students read recently published scholarship about Asia, representing a variety of scholarly fields and research methods (History, Literature, Religion, Art, Economics, and others). They discuss the subject matter and methodology behind that research with several guest professors. Students work through all the stages of writing their own original research project: generating ideas, narrowing to a topic, making initial inquiry research, evaluating sources, writing a formal proposal, drafting, editing, receiving comments from readers, and revising. This work helps students find the research methodology, writing style, and academic mentors at Bates best suit their research interests. Open to Juniors and Seniors only.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C050
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ASPT 324 Nationalism, Conflict, and Peace in East Asia

This course explores the different meanings of nationalism in international relations, including national identity, national images, and nationalistic sentiments, and how nationalism affects a state's foreign policy behavior, focusing on East Asian countries. It provides an overview of distinct characteristics of Chinese, Japanese, Korean, and Taiwanese nationalism, and examines how and to what extent nationalism shapes important foreign policy issues: territorial disputes, alliance politics, regionalism, and nuclear proliferation. Recommended background: PLTC 122 or 171.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ko, Jiyoung
Instructor Permission Required: No

ASRE 348 Epics of Asia: Myth and Religion

This course considers the intersection of religion and society in Asia through the lens of popular Asian myths. Students examine how religious doctrine, ideals, and art have influenced the creation and interpretation of this unique narrative form, while also learning about specific Asian traditions. Close study of several tales, including narratives from India, Thailand, China, Tibet, and Japan, include reading texts in translation as well as viewing cinematic and theatrical representations of myths intended for popular audiences. Students explore the dialogic process of myth by creating their own modern versions of one text.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

ASRE 351 Religion and International Development across South Asia

How do politicians and communities balance commitments to religious traditions with diverse conceptions of modernization? How will the participation of women-whose lives and liberties are often defined by religious and cultural norms-change in the world of business and technology over the next fifty years? What kinds of cultural literacy do international organizations like the World Bank and the United Nations Development Programme need to work effectively together with local communities? This course offers an introduction to the sociology of religion as a component of international development across South Asia (Pakistan, India, Nepal, and Bangladesh) since the 1980s with an emphasis on these often-overlooked but vital issues and questions. Recommended background: one course on Islam or Asian religions or one introductory course in economics, politics, or sociology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Akhtar, Ali

Instructor Permission Required: No

ASPT 384 Crisis Diplomacy in East Asia

This course provides an overview of crisis diplomacy and conflict management among states, focusing on East Asia, exploring theories of the use of force and coercive diplomacy in international relations. How can states credibly signal their intention in diplomatic crises? When do diplomatic crises escalate into a militarized conflict? Students examine the processes and outcomes of major international crises that have taken place in East Asia, including crises among China and the United States in the Cross Strait, North Korean nuclear crises, and territorial crises between China and Japan. Recommended background: PLTC 171 and 218.

Modes of Inquiry: None

Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ko, Jiyoung
Instructor Permission Required: No

ASIA 457 Senior Thesis

An extended research project on a topic relevant to East Asian society and culture that adopts one or more of the disciplinary approaches represented in the Asian studies curriculum. Students register for 457 in the fall semester or for 458 in the winter semester unless the Asian studies program committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the program committee.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ASIA 458 Senior Thesis

An extended research project on a topic relevant to East Asian society and culture that adopts one or more of the disciplinary approaches represented in the Asian Studies curriculum. Students register for 457 in the fall semester or for 458 in the winter semester unless the Asian studies program committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the program committee.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ASIA S16 Understanding Vietnam: Its History and Culture

In this course students consider a wide range of Vietnamese history and culture through a multidisciplinary lens. Students explore Vietnam within the framework and context of specific historical and visual culture, ranging from ancient monuments to contemporary sites. Students visit a variety of field sites including national museums, historical monuments, imperial palaces and tombs, and traditional craft villages as well as important sites of battles during the Vietnam War. Students discuss background texts and field trip experiences in light of their historical and cultural contexts. Recommended background: AVC 245 or s29.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C033
Department/Program Attribute(s): (AVC: History and Criticism)
Class Restriction: None
Cross-listed Course(s): AVC S16
Instructor: Nguyen, Trian
Instructor Permission Required: Yes

ASIA S17 Global Chinese Food

What makes a "Chinese" meal? From dumplings in Shandong to chop suey in California, the meanings and flavors of "Chinese" food are hardly uniform. In this course, students explore-and taste their way through-the diverse ways of producing, preparing, and consuming "Chinese" foods. They focus especially on unique historical contexts and global patterns of migration, reflecting on what food and food culture might reveal about issues of authenticity, identity, gender, race, class, and memory. They consider these topics not only through textual and visual sources, but through oral interviews, hands-on cooking demonstrations, and taste tests.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: Modern)
Class Restriction: None
Cross-listed Course(s): HIST S17
Instructor: Chaney, Wesley
Instructor Permission Required: No

ASIA S20 Philosophy of the Body

What is the relationship between mind, spirit, and body? What constitutes the boundaries between health and illness? Traditional Chinese philosophy and contemporary science and medicine have very different answers to these questions. In this course, students explore conceptions of the body in diverse contexts, with readings drawn from the fields of medical anthropology, literature, philosophy, religion, and gender studies. In the spirit of embodied practice, the course culminates in a week-long practicum in the Chinese martial arts tradition of xinyi ("heart and mind").

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C027, C033, C047
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): CHI S20
Instructor: Lu, Zhenzhen
Instructor Permission Required: No

ASIA S23 Studying Asian Art in the Bates College Museum Collection

This course studies the major collections of more than 200 pieces of Asian art in the Bates College Museum of Art. They represent cultural richness and diversity in medium, and artistic expression, from the

seventeenth century to the present in Asia. The course focuses on the art of shaman ritual objects from Southern China and Vietnam, on the popular images of the Japanese Ukiyo-e woodblock prints and the painting of flowers, birds, and water creatures from the Edo period, and on political propaganda posters from the mainland China. The course a) provides students with the first-hand experiences of viewing real objects in the museum; b) offers students the underpinned cultural contexts and original functions, meanings, purposes, and aesthetic concepts; c) helps students practice writing museum pamphlets and a short catalogue. Moreover, the museum's director and curators assist in facilitating the course to achieve its goals and objectives.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC S23

Instructor: Nguyen, Trian

Instructor Permission Required: No

ASIA S26 The Buddhist Himalaya: Religion in Ladakh

In this course, students learn about religious practice through firsthand interaction with traditionally Buddhist communities in rural and urban Ladakh, India. Students conduct ethnographic fieldwork relating to modern Buddhist practice, and examine these practices from historical, archeological, and literary perspectives. They observe rituals, interview practitioners, and participate in the daily life of the Buddhist community. This course includes a significant community-engaged learning component. Prerequisite(s): one course focused on Buddhism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL S26

Instructor: Melnick, Alison

Instructor Permission Required: Yes

ASRE S28 From Shangri-la to Radical Dharma: Buddhism in North America

How did Buddhism first come to North America? How has it changed since its arrival? This course examines the development of Buddhism in the Americas since the nineteenth century. Students discuss different paths of Buddhist traditions from Asia to North America, and the ways that newly arrived Buddhists, and adopters of the tradition, have changed the face of what it means to be "Buddhist" in the "West." They consider shifting self-identification with the tradition, both among convert groups and in historically Buddhist communities, and the role of race and gender in the religion's development in the twenty-first century. The course includes brief trips to Dharma centers in New England as well as a "digital religion" component and several film screenings. Prerequisite(s): one of the following: REL 110, GS/RE 311, AS/RE 208, 248, 249, 250, 251, 308, or s26.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

AVAS S29 Modern Vietnamese Culture through Film

Many people conceive of Vietnam through images of war rather than through its culture. This course offers students an opportunity to study modern Vietnamese culture through documentary and feature films produced by westerners and Vietnamese during the last fifty years. The course helps students to gain insight into a traditional culture that, in part, shaped the modern course of Vietnam's history. The course challenges the old stereotypical views of Vietnam advanced by Hollywood movies with the new cultural images presented through Vietnamese eyes. Not open to students who have received credit for AV/AS 229.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C017, C019, C033, C061

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nguyen, Trian

Instructor Permission Required: No

CHI 101 Beginning Chinese I

An introduction to spoken and written modern Chinese. Conversation and comprehension exercises in the classroom and laboratory provide practice in pronunciation and the use of basic patterns of speech.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047, C081

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping; Faries, Nathan

Instructor Permission Required: No

CHI 102 Beginning Chinese II

A continuation of CHI 101 with increasing emphasis on the recognition of Chinese characters. By the conclusion of this course, students know more than one quarter of the characters expected of an educated Chinese person. Classes, conducted increasingly in Chinese, stress sentence patterns that facilitate both speaking and reading..

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047, C081

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Miao, Li-Ping; Faries, Nathan
Instructor Permission Required: No

CHI 131 Chinese Popular Culture

This course explores the varied cultural landscapes of the Chinese-speaking world through the lens of popular culture. Students are introduced to key approaches in cultural studies, while learning to critically interpret literary, musical, and visual texts in the Chinese-speaking world in social and historical context. Topics include modernity and tradition, technology and culture, media and society, and the local and the global. Students emerge from the course with a new set of tools in thinking about "culture," both familiar and unfamiliar. No previous knowledge of Asia is required.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C033, C047, C053
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA 131
Instructor: Lu, Zhenzhen
Instructor Permission Required: No

CHI 201 Intermediate Chinese I

Designed to enable students to converse in everyday Chinese and to read simple texts in Chinese. Classes conducted primarily in Chinese aim at further development of overall language proficiency.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C044, C047, C081
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Miao, Li-Ping; Faries, Nathan
Instructor Permission Required: No

CHI 202 Intermediate Chinese II

A continuation of CHI 201.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C044, C047, C081
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Miao, Li-Ping; Faries, Nathan
Instructor Permission Required: No

ASCI 207 Traditional Chinese Literature in Translation

An exploration of Chinese literature through reading and discussion of some of its masterworks of poetry, drama, fiction, and belles-lettres prose from ancient times through the premodern era.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

CHI 207 The Self and the World in Premodern Chinese Literature

This course is an exploration of Chinese literature through reading and discussion of some of its masterworks of poetry, drama, fiction, and belles-lettres prose from ancient times to the nineteenth century. The focus of the course is as much on general knowledge of the history of Chinese literature as on ways of reading literary texts from a different culture. Topics we will investigate include: How do we approach a literary text? What is the role of translation in shaping our understanding? In what ways are the works we read products of their own times and places, and how do they speak to universal themes of human experience? No prior knowledge of Chinese language is required, but those who wish to do so are welcome to consult the texts in their original language.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C047, C051, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 207

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

CHI 223 Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature

A survey of Chinese literature since 1911, including a wide range of fiction, poetry, and drama from mainland China and texts from the Chinese diaspora as well. Students gain a greater understanding of China's history and literary culture in three major periods: the May Fourth shift from traditional language and forms to vernacular literature; Socialist Realism and the Marxist theory of the first three decades of the People's Republic; and China's Reform Era, including expatriate authors like Ha Jin and China's two controversial Nobel Prize winners, Gao Xingjian and Mo Yan. Recommended background: AS/CI 207.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C047, C052, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 223

Instructor: Faries, Nathan

Instructor Permission Required: No

CHI 301 Upper-Level Modern Chinese I

Designed for students who already have a strong background in spoken Chinese, the course gives an intensive review of the essentials of grammar and phonology, introduces a larger vocabulary and a variety of sentence patterns, improves conversational and auditory skills, and develops some proficiency in reading and writing. The course makes extensive use of short texts (both literary and nonfictional) and some films. Classes are conducted primarily in Chinese.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047, C081

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping

Instructor Permission Required: No

CHI 302 Upper-Level Modern Chinese II

A continuation of CHI 301.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C044, C047, C081

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miao, Li-Ping

Instructor Permission Required: No

CHI 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHI 401 Advanced Chinese

This course is designed to enhance students' proficiency in Mandarin Chinese in all areas of reading, writing, speaking, and listening. Students develop confidence in their ability to narrate, describe, and articulate their

opinions while engaging with a range of topics on Chinese culture and society. Recommended background: three years of college-level Mandarin or permission of the instructor.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C044, C047
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Miao, Li-Ping; Lu, Zhenzhen
Instructor Permission Required: No

CHI 402 Advanced Chinese II

A continuation of CHI 401. Recommended background: three years of Chinese or more.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C044, C047, C081
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Miao, Li-Ping; Lu, Zhenzhen
Instructor Permission Required: No

CHI 415 Readings in Classical Chinese

An intensive study of classical Chinese through reading selections of ancient literary, historical, and philosophical texts in the original with the help of English translations. Readings include excerpts from the Analects, the Mencius, Laozi, Zhuangzi, Shiji, Tang-Song prose, poetry, and short stories. Grammar and syntax of classical Chinese are also covered. Prerequisite(s): CHI 201.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C044, C047, C051
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Lu, Zhenzhen
Instructor Permission Required: No

CHI 450 Special Topics in Advanced Chinese

Through the discussion and study of literary and nonliterary texts on topics of student interest, faculty expertise, and current events, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Through class presentations and discussion, students further develop oral skills and expand their understanding of Chinese culture. Students may repeat the course for credit with instructor permission.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C044, C047

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Lu, Zhenzhen; Miao, Li-Ping
Instructor Permission Required: No

CHI 457 Senior Thesis

An extended research project on a topic in Chinese literature, culture, or language utilizing some source materials in Chinese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Chinese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

CHI 458 Senior Thesis

An extended research project on a topic in Chinese literature, culture, or language utilizing some source materials in Chinese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Chinese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

CHI S20 Philosophy of the Body

What is the relationship between mind, spirit, and body? What constitutes the boundaries between health and illness? Traditional Chinese philosophy and contemporary science and medicine have very different answers to these questions. In this course, students explore conceptions of the body in diverse contexts, with readings drawn from the fields of medical anthropology, literature, philosophy, religion, and gender studies. In the spirit of embodied practice, the course culminates in a week-long practicum in the Chinese martial arts tradition of xinyi (“heart and mind”).

Modes of Inquiry: [AC]
Writing Credit: None

GEC(s): C033, C047
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA S20
Instructor: Lu, Zhenzhen
Instructor Permission Required: No

CHI S23 Science Fiction from China: From the Rabbit in the Moon to The Three-Body Problem, and Beyond

China has been looking to the stars for thousands of years. Now the science fiction world is looking to China. Chinese writers recently won major Hugo awards, and a constant flow of science fiction story and novel translations into English has followed. This course considers stories and films representing major periods in the history of Chinese science fiction with a strong focus on the past decade. What is "Chinese" about science fiction from China? How can popular fiction reflect the history and politics of a nation? Taught in English.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Faries, Nathan
Instructor Permission Required: No

JPN 101 Beginning Japanese I

An introduction to the basics of spoken and written Japanese as a foundation for advanced study and proficiency in the language. Fundamental patterns of grammar and syntax are introduced together with a practical, functional vocabulary. Mastery of the katakana and hiragana syllabaries, as well as approximately seventy written characters, introduces students to the beauty of written Japanese.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C043, C046
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

JPN 102 Beginning Japanese II

A continuation of JPN 101, this course is normally taken immediately following JPN 101 in order to provide a yearlong introduction to the language. Through dynamic exercises carried out inside and outside the classroom, students extend their proficiency in speaking, listening, reading, and writing in Japanese. An additional seventy written characters are introduced. Prerequisite(s): JPN 101.

Modes of Inquiry: [CP]
Writing Credit: None

GEC(s): C043, C046
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Konoeda, Keiko
Instructor Permission Required: No

JPN 125 Japanese Literature and Society

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C033, C046, C050, C052, C053, C067
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA 125
Instructor: Wiesinger, Justine; Zhang, Chi
Instructor Permission Required: No

JPN 130 Japanese Horror Film: Silent Era to Present

Horror films are a familiar pop-culture touchstone, and many Americans are somewhat familiar with horror films from Japan. To deepen their appreciation of such films, students consider Japanese horror films in the context of genre theory and cinematic, psychological, social, political, and artistic elements. Students have the opportunity to think critically about popular films: What intellectual and artistic value do we find in genre films? How do we evaluate the claims of film scholars? Students also explore theory related to both filmic expression and horror themes, including psychoanalytic theory, feminist theory, film theory, and trauma theory. What does horror film say about the social, temporal, and cultural context from which it emerges? What does horror film say about filmmaking itself? How are formal filmic techniques used to express and induce fear and anxiety? No prior familiarity with Japan is required. Conducted in English.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C019, C033, C046, C052, C053
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA 130
Instructor: Wiesinger, Justine
Instructor Permission Required: No

JPN 201 Intermediate Japanese I

A continuation of JPN 102, the course stresses the acquisition of new and more complex spoken patterns, vocabulary building, and increasing knowledge of cultural context through role play, video, and varied reading materials. Approximately seventy-five new written characters are introduced. A range of oral as well as written projects and exercises provides a realistic context for language use.

Prerequisite(s): JPN 102.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C043, C046
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Zhang, Chi
Instructor Permission Required: No

JPN 202 Intermediate Japanese II

A continuation of JPN 201, this course is normally taken immediately following JPN 201. It stresses further acquisition of complex spoken patterns, vocabulary and cultural knowledge through exercises in culturally realistic contexts. Students extend proficiency in the written language through writing projects and the introduction of approximately seventy-five new characters.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C043, C046
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Zhang, Chi
Instructor Permission Required: No

JPN 215 Film, Literature, and the Cultures of Postwar Japan

From monster movies to abstract poetry, this course explores the diverse cultural currents running through Japan's era of high-speed growth during its dramatic economic recovery following the widespread destruction of World War II. Students examine some of the major literary, cinematic, and artistic movements of the period, their interrelationships, and their global reach and reception. Analysis of individual works considers broad thematic trends and choices made by postwar artists, including engagement with-or breaks from-the cultural and historical past; varying degrees of social engagement; and use of realism, experimentalism, or abstraction. Conducted in English.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C033, C046, C050, C053, C067
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ASIA 215
Instructor: Wiesinger, Justine
Instructor Permission Required: No

JPN 224 Japanese Literature & Society

This course examines major trends in Japanese literature and society from its beginnings to the modern period. Students consider well-known stories, plays, and novels from the classical, medieval, early modern, and modern periods, placing each text within its unique sociohistorical context. All readings are in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C033, C046, C050, C052, C053, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 224

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 261 Cultural History of Japan: From Jōmon Pottery to Manga

This course starts with two questions: What is cultural history? Has there been just one culture in the history of the Japanese isles? The course considers cultural features of the prehistoric Japanese isles and then explores the development of aristocratic, warrior, and mercantile cultures in premodern and early modern Japan, focusing on literature, the arts, and religion. The course then considers culture in modern Japan. How have the premodern arts informed the cultural development of modern Japan? How does popular culture reflect earlier cultural concerns while reformulating them in novel ways? The aim of the course is to promote critical engagement with Japanese cultures. Readings are in English, and no previous familiarity with Japanese culture is required.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C040, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 261

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 263 Producing Gender in Japanese History: Theater, Literature, Religion

How well does the gender binary describe cultural, religious, and linguistic identities and sexual relationships in premodern Japan? This course looks at gender identities and their conventions in premodern religious and political institutions as well as among professional entertainers, performers, and sex workers. Additional factors within these contexts are age and class. We will consider consent and the age of sexual maturity in the aristocratic court, boy entertainers in service at Buddhist temples and the shogun's court, and gender onstage in public and private performances. To understand the fate of gender as Japanese society modernized according to European and North American models, the course will introduce material on the policing of gender identities in the Meiji Period. Sources will include well-known examples of Japanese literature as well as less known texts, supplemented with art and material history. There are no prerequisites. All materials will be in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C050

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 263, GSS 263

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 301 Intermediate Japanese III

A continuation of JPN 202, this course and its sequel, JPN 302, complete the introduction of essential Japanese syntactic forms and sentence patterns. Students continue development of oral skills through culturally realistic exercises involving a range of topics. Emphasis is placed on increased competence in the written language. Approximately one hundred new characters are introduced. Prerequisite(s): JPN 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: No

JPN 302 Intermediate Japanese IV

A continuation of JPN 301, this course is normally taken immediately following JPN 301, and completes the introduction of essential Japanese syntactic forms and sentence patterns. Students continue development of oral skills through culturally realistic exercises involving a range of topics. Emphasis is placed on increased competence in the written language. Approximately one hundred new characters are introduced.

Prerequisite(s): JPN 301.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: No

JPN 305 Upper Intermediate Japanese

A continuation of JPN 202, this course completes the introduction of essential Japanese syntactic forms and sentence patterns and prepares students to read, write, and discuss a range of texts in Japanese. Students continue development of oral skills through culturally realistic exercises involving a range of topics. Emphasis is placed on increased competence in the written language. Prerequisite(s): JPN 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 350 Topics in Advanced Japanese

Through the discussion and study of literary and non-literary texts on topics of student interest, faculty expertise, and current event, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Through class presentations and discussion students further develop oral skills and expand their understanding of Japanese culture. Students may repeat the course for credit with instructor permission. Prerequisite(s): JPN 302 or 305.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 401 Advanced Japanese I

Through the discussion and study of contemporary literary texts and other journalistic modes, the course seeks to utilize, develop, and integrate skills acquired in the earlier stages of language learning. Particular emphasis is placed on reading and writing, and translation. Through class presentations and discussion students further develop oral skills and expand their understanding of Japanese culture. JPN 401 may be taken before or after JPN 402. Prerequisite(s): JPN 302.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: No

JPN 402 Topics in Advanced Japanese

This course covers materials in Japanese such as newspaper articles, other media material, and short stories. Through presentations and discussions students utilize, develop, and integrate spoken skills acquired in the earlier stages of language learning. Written skills are also emphasized; normally students complete a final research project on a topic of their choice. Students taking this course in conjunction with the thesis should also register for JPN 458. JPN 402 may be taken before or after JPN 401. Prerequisite(s): JPN 302.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C043, C046

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Konoeda, Keiko

Instructor Permission Required: No

JPN 457 Senior Thesis

An extended research project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Japanese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

JPN 458 Senior Thesis

An extended research project on a topic in Japanese literature, culture, or language utilizing some source materials in Japanese. Qualified students may, with approval of the Committee on Asian Studies, choose to write the thesis in Japanese. Students register for 457 in the fall semester or for 458 in the winter semester unless the committee gives approval for a two-semester project. Majors invited to pursue honors register for 457 and 458, contingent on the approval of the committee.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

JPN S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki

This course explores the rich tradition of Japanese theater, focusing the three major genres: Noh (and kyogen), puppet theatre, and kabuki. Reading, watching, and discussing representative plays from medieval to contemporary Japan, students learn how to analyze each play from both a literary and a performative point of view. The goal is to foster a deep understanding of the major traditions of Japanese theater while broadening students' perspectives on the social and cultural contexts of these works. Recommended background: No previous knowledge of Japanese language or culture is required, but one course in Japanese language or Asian studies is advantageous.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA S25

Instructor: Zhang, Chi

Instructor Permission Required: No

JPN S29 Performing Fukushima: Theater and Film

In Japan in 2011, an earthquake, tsunami, and nuclear meltdown killed nearly 16,000 people and displaced hundreds of thousands. This course considers how a traumatic event is presented in theater and film. Students learn about the social and political background of the disaster through readings and watch related theater and film. They analyze these media, considering and critiquing different approaches. How can trauma be represented? Who controls the narrative? What are the ethics of performing trauma? Recommended background: one course in Asian studies, environmental studies, film studies, Japanese, or theater.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wiesinger, Justine

Instructor Permission Required: No

Biology

Professors Bavis (chair), Dearborn, A. Hill, and M. Hill; Associate Professors Huggett, Kruse (Biology and Neuroscience), Mountcastle, and Williams; Assistant Professors Banks and LeFlore; Visiting Assistant Professors Anderson, Ernstrom (Biology and Neuroscience), and Slane; Lecturer Salazar-Perea

Biology is the study of living systems and how they interact with the nonliving world and with one another. It is a discipline that bridges the physical and social sciences. Students who major in biology become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies.

The biology curriculum is under revision. During this transition there are distinct major requirements for the Class of 2022, the Class of 2023, and the Class of 2024 and beyond.

More information is available on the [Biology department website](#).

Major Requirements

Biology is the study of living systems and how they interact with the nonliving world and with one another. It is a discipline that bridges the physical and social sciences. Students who major in biology become familiar with all levels of biological organization from molecules to ecosystems, and gain practical experience in both laboratory and field studies.

1. Introductory Chemistry Sequence

Complete the following courses:

- CHEM 107A Atomic and Molecular Structure/Lab
- CHEM 108A Chemical Reactivity/Lab

Prospective majors are strongly encouraged to complete the two-course introductory chemistry sequence in the first year.

2. Quantitative Course

Complete one of the following quantitative courses, which cannot simultaneously satisfy the General Education requirement for a quantitative or formal reasoning (QF) Mode of Inquiry:

- BIO 244. Biostatistics.
- BIO 255A. Mathematical Models in Biology.
- DCS 108. Introduction to Computation for Science and Mathematics.
- MATH s45T. Mathematical Image Processing.
- ENVR 220. GIS Across the Curriculum.
- EACS 217. Mapping and GIS.
- MATH 105. Calculus I.
- MATH 106. Calculus II.
- MATH 214. Probability.
- MATH 215. Statistics.
- MATH 255D. Mathematical Modeling with Monte Carlo Methods.

- MATH 255E. Nonlinear Models and Chaos.
- MATH 255F. Agent-Based Modeling with NetLogo.
- NRSC 205. Statistical Methods.
- PHYS 107. Introductory Physics of Living Systems I/Lab.
- PHYS 108. Introductory Physics of Living Systems II/Lab.

3. Additional Courses

Complete at least 12 courses in biology (11 credits - see 3b and 3c below), in which a minimum of nine must be taught by Bates faculty. Only two introduction courses (100-level) may be applied to the major and only if taken during the first or sophomore year. The 12 courses must include:

a. A four-course core, comprising:

- BIO 195 Lab-Based Biological Inquiry, typically taken in the first year
- BIO 202 Cellular Basis of Life
- BIO 204 Biological Research Experience: Molecules to Ecosystems
- BIO 206 Evolution and Interactions of Life

Majors are strongly encouraged to complete these four core courses by the end of the sophomore year; they must be completed prior to the beginning of the senior year. The 200-level courses have BIO195 as a prerequisite.

b. A biological skills course, taken in Short Term for 0.5 credits.

c. A senior seminar, integrated with the departmental seminar series over both semesters of the senior year, for 0.5 credits total.

d. A one-semester, research-based capstone, drawn from the following:

- BIO 457 Senior Thesis
- BIO 458 Senior Thesis
- BIO 472 Seminar and Research in Physiology/Lab
- BIO 473 Seminar and Research in Cell Biology
- BIO 476 Seminar and Research in Evolutionary Biology
- BIO 477 Seminar and Research in Microbiology/Lab

Students may request permission to conduct a two-semester thesis, at the discretion of the thesis advisor and the department; this option is most appropriate for students considering graduate school and a career in research. A second semester of thesis can count toward the thirty-two credits required for graduation, but only one of the two thesis semesters count toward the major.

e. Five additional biology courses (electives) to complete the 12 biology courses required, with the following additional caveats and permissions:

At least two of the elective courses must be 200-level or above and taught by Bates biology department faculty.

The electives may include BIO 244 only if the quantitative requirement is not being fulfilled with BIO 244 or NRSC 205 (see item 2 above).

One course from the following may be substituted for a maximum of one advanced biology course:

- CHEM 320 Mechanisms of Memory
- CHEM 321 Biological Chemistry I/Lab

- CHEM 322 Biological Chemistry II/Lab
 - ENVR 240 Water and Watersheds
 - ENVR 310 Soils/Lab
 - NRSC 363 Physiological Psychology/Lab
4. Completion of the comprehensive assessment requirement. This requirement is fulfilled by completing a departmental comprehensive assessment during the senior year.

Senior Project Description

Students may request permission to conduct a two-semester thesis, at the discretion of the thesis advisor and the department; this option is most appropriate for students considering graduate school and a career in research. A second semester of thesis can count toward the thirty-two credits required for graduation, but only one of the two thesis semesters counts toward the major.

Courses Taken Outside of Bates

Advanced Placement (AP), A-Level, and International Baccalaureate (IB) credit can continue to count toward the thirty-two credits required for graduation in accordance with College policies, but does not count toward the major (i.e., this credit cannot substitute for any course in the department and does not reduce the number of courses required for the major).

Short Term Courses

A biological skills course, taken in Short Term for 0.5 credits, is mandatory.

Pass/Fail Policy

Pass/Fail grading may be elected for courses applied toward the major except for: BIO 195, the 200-level core courses (202, 204, and 206), and all 400-level courses. Pass/Fail grading may be used only for the elective courses, to the extent allowed by Bates' general policies on Pass/Fail grading.

Other Considerations

Students may not major in biology and either biochemistry or neuroscience. Students may not major in biology and environmental studies if their environmental studies concentration is either 1) Ecology and Economics of the Environment or 2) Ecology and Earth Systems. Students planning to minor in chemistry may not use CHEM 321 or 322 toward both the chemistry minor and the biology major.

Course Offerings

BIO 102 Sensory Biology

This course examines the biology of sensation in humans and other organisms. It focuses on the chemical (taste, smell) and mechanical (touch, hearing) senses, and includes other topics such as electroreception in fish, magnetoreception in migrating animals, and vision in vertebrates and invertebrates. Not open to students who have received credit for BIO 103 or s27.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C005, C027, C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 113 Marine Science

An integrated, interdisciplinary marine science overview encompassing physical, biological, and social aspects of the marine environment. Oceanography topics encompass origins and geological history of the oceans, structure of basins and sediments, ocean chemistry, as well as currents, waves, and tides. Biological subjects include diversity, physiology, and behavior of marine organisms, ecology of major marine communities, and global change biology. Social considerations include human impacts on marine environments (including fisheries) and conservation.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C045, C063, C070, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EACS 113

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 117 Plants and Human Affairs

Economic botany is the study of how humans use plants for food, shelter, medicine, or textiles. Ethnobotany is the study of traditional knowledge and customs of particular human cultures concerning the use of plants for sustenance and for medicinal and religious purposes. This course provides a broad overview of both disciplines, with an introduction to plant anatomy and biology. Students explore the human uses of plants (and fungi) for perfumes, spices, medicines, hallucinogens, fermentation products, oils, rubber, textiles, wood, sugar, cereals, and legumes, in addition to exploring how various indigenous cultures have used plants.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: No

BIO 126 Science Communication

The ability to effectively communicate science-related topics to nonexperts is essential for a successful career in science, and also critical for fostering public support of taxpayer-funded science research programs. Using recent examples from the biological sciences, students explore various ways and means to communicate science to public audiences through creative project-based learning exercises, including written science journalism articles, public speaking to local community groups, and multimedia video productions. Students examine how narratives and storytelling can be more effective for public engagement and comprehension of science than the information deficit model, and inevitably learn a fair amount of biology along the way.

Modes of Inquiry: [CP], [SR]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

BIO 129 Human Nutrition

This course examines nutrition and its relationship to health and disease. Emphasis is on the chemical, anatomical, and physiological aspects of ingestion, digestion, absorption, and metabolism of macronutrients (carbohydrates, proteins, and lipids) and micronutrients (vitamins and minerals). This course explores the relationships between nutrition and disease and the role of nutrition to reinstate health. It also considers the relationship among nutrition, the scope of practice of different healthcare providers, and culture. This course fulfills the nutrition prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Recommended background: high school biology and chemistry. This course does NOT count towards the SR general education requirement.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

BIO 132 Vaccines, Fasting, and Coconut Oil: Online Misinformation and Your Health

While we all care about our health, nearly all Americans now receive the majority of their science and health information from non-medical sources like social media or talking with their friends. Whether accidentally or by design, much of this information is misleading, inaccurate, or even harmful. In this course, students explore individual topics such as popular diets, vaccines, probiotics, and even GMO foods, and identify what

major claims are being circulated. Then students use primary scientific sources to research and present their findings about which claims are supported by science and which are exaggerated or just plain wrong.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adams, Levi

Instructor Permission Required: No

BIO 140 Introduction to Biotechnology – Concepts, Advantages, and Risks

At the heart of Biotechnology lies the manipulation of living cells or organisms in order to perform a specific, predictable task used to solve problems and produce commercial products. It has therefore a wide range of applications in the medical and pharmaceutical, agricultural, environmental, or chemical industries and has led to major advances in those areas. This course provides a broad overview of concepts and techniques used in this field and considers milestones and current advances in the light of Covid-19 and climate change. Students evaluate possibilities and advantages, explore career paths, and also evaluate risks and ethical drawbacks of Biotechnology.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 158 Evolutionary Biology

Evolution is the great unifying theory in biology. It is the context into which all other biological subjects fit. The course examines various aspects of evolution, including the origin of life, the major events in the evolution of life on Earth, the processes that result in evolutionary change, the nature of the fossil record and the genetics of populations.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: No

BIO 195A Lab-Based Biological Inquiry: Marine Biology in a Changing Ocean

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. They gain experience reading

scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The marine biology version of the course is focused on the living (including humans) and nonliving influences on organisms that live in marine environments. Topics encompass ecology, evolution, and natural history. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Several class meetings during the semester involve field trips that may run past the official scheduled time. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Dobkowski, Katie

Instructor Permission Required: No

BIO 195B Lab-Based Biological Inquiry: Host-Parasite Evolution

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain experience reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The host-parasite evolution version of the course is focused on how hosts and parasites interact to shape each other's traits, with roots in ecology, evolution, immunology, and life history theory. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: No

BIO 195C Lab-Based Biological Inquiry: Symbiotic Microalgae

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The symbiotic microalgae version of the course investigates the potential of microalgae isolated from animal host cells as renewable and sustainable sources of biofuels and bioactive medicinal products. Topics encompass areas of molecular and cellular biology, ecology, evolution, physiology, and biotechnology. The course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended co-requisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Juniors, Seniors
Cross-listed Course(s): None
Instructor: Horton, April
Instructor Permission Required: No

BIO 195D Lab-Based Biological Inquiry: Living in a Microbial World

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The microbial community version of the course examines how and why microbial communities form in nature, the roles of such communities, and how they can be controlled. Topics encompass areas of microbiology, molecular and cellular biology, ecology, evolution, and biotechnology. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for health-related careers. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Juniors, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

BIO 195E Lab-Based Biological Inquiry: Sponge Fluid Dynamics

In this course-based research experience in the biological sciences, students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The sponge fluid dynamics version of the course investigates water flow around and through sponges, and the effects of sponge morphology on current-induced flow. Topics encompass areas of physiology, ecology, evolution and fluid dynamics. This course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Juniors, Seniors
Cross-listed Course(s): None
Instructor: Mountcastle, Andrew
Instructor Permission Required: No

BIO 195F Lab-Based Biological Inquiry: Phenotypic Plasticity and the Changing World

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world, gaining practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course explores how environmentally induced variation in morphology, physiology, and behavior influences animal performance and the role this plasticity may play as animals respond to climate change and pollution. Topics encompass areas of physiology, biochemistry, ecology, and evolution. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: No

BIO 195G Lab-Based Biological Inquiry: Growing Wildflowers

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course is focused on developing effective seed propagation methods for native wildflowers needed to improve pollinator habitat in the Lewiston-Auburn area. Topics encompass ecology, evolution, physiology, and conservation biology. The course is intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107A or CHEM 108A. Not open to seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Essenberg, Carla

Instructor Permission Required: No

BIO 195H Lab-Based Biological Inquiry: Cellular Neuroscience

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The cellular neuroscience version of the course investigates how lipids regulate the activity of neuronal cells, and how a combination of experimental and computational approaches can be used to study cellular metabolic networks. Topics encompass areas of physiology,

neuroscience, molecular and cellular biology, mathematical modeling, and evolution. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Kruse, Martin

Instructor Permission Required: No

BIO 195J Lab-Based Biological Inquiry: Life of a Forest

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course is focused on how forests grow and survive with emphasis on plant biology, forest ecology, and mycology. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108. Not open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: No

BIO 195K Lab-Based Biological Inquiry: Poisons

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. This version of the course surveys historical and emerging poisons, examines their impact on human health, and tests the behavioral and molecular effects of exposure to poisons using animal models. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career. Recommended corequisite(s): CHEM 107A or 108A. Not open to juniors or seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None
Instructor: Williams, Larissa
Instructor Permission Required: No

BIO 195M Lab-Based Biological Inquiry: Wildlife Sampling and Identification

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The wildlife sampling and identification version of the course is focused on developing the field skills needed to observe, monitor, and study wildlife species in New England. Topics will encompass species identification via tracks and sign, camera trapping, and transect sampling, among others. Intended for students majoring in Biology, Biochemistry, Neuroscience, or Environmental Studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Juniors, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

BIO 195N Lab-Based Biological Inquiry: Plant Hormones and Climate Change

This is a course-based research experience in the biological sciences. Students build research skills through open-ended, authentic experimentation or observations of the natural world. Students gain practice reading scientific literature, formulating and testing hypotheses, analyzing data, interpreting results, communicating in disciplinary style, and working in teams. The Plant Hormones and Climate Change version of the course examines the relationship of changing abiotic conditions and plant hormones which are major regulators of plant development. Topics encompass areas of physiology, biochemistry, molecular and cellular biology, microscopy, and data visualization, among others. Intended for students majoring in biology, biochemistry, neuroscience, or environmental studies, or preparing for a health-related career; it is recommended that students taking BIO 195 simultaneously enroll in CHEM 107 or CHEM 108.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Slane, Daniel
Instructor Permission Required: No

BIO 202 Cellular Basis of Life

A view of life at the cellular and molecular levels drawing examples from organisms. Topics include the chemical basis of cellular life, cellular structure and function, cellular division, and the expression of genes in cells. Prerequisite(s): BIO 195 and CHEM 108A.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 204 Biological Research Experience: Molecules to Ecosystems

This is an intermediate-level research experience in the biological sciences. Students learn and apply research methods using multiple approaches that span a range of disciplines in biology, from molecular to ecological. Research topics include a place-based component that engages students in the Lewiston-Auburn area or in nearby ecosystems. Students practice common conventions for communication within the biological sciences. Only open to sophomores and juniors. Prerequisite(s): BIO 195. Recommended background: CHEM 108A.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 205 Biomechanics

This course explores how plants and animals interact with their physical world. Students draw on principles and tools of physics and mechanical engineering to characterize the functional implications of biological design and analyze how organisms generate and respond to flows, loads, and motions. Prerequisite(s): BIO195. Recommended background: prior experience with calculus.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

BIO 206 Evolution and Interactions of Life

An introduction to ecological and evolutionary patterns, principles, and processes. Topics include speciation, mechanisms of evolution, pivotal events in evolutionary history, adaptation to environmental challenges, life history strategies, population dynamics, community structure and species interactions, and ecosystem processes in a changing world. Only open to sophomores and juniors. Prerequisite(s): BIO 195 or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 213 Marine Botany

Marine animals, from tiny zooplankton to giant marine mammals, rely on marine "plants" (photosynthesizers) to form the base of productive, multilevel food webs. This course introduces students to the fascinating underwater world of marine photosynthesizers (microalgae, seaweeds, seagrasses, etc.), including key adaptations, ecology, physiology, life history strategies, and interactions with other species, including humans. Students consider conservation strategies and challenges and the effects of climate change on marine environments. They also gain experience in science communication, hone critical thinking skills, and have multiple opportunities to collaborate with peers. Prerequisite(s): BIO195 or ENVR 203.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dobkowski, Katie

Instructor Permission Required: No

BIO 217 Human Anatomy and Physiology I

This course explores human anatomy and physiology with an integrative approach that links all organ systems to the neuroendocrine system and examines the interactions among organ systems. Topics include the organization of the human body; the nervous system and special senses; and the endocrine, musculoskeletal, and integumentary systems. This course is intended to fulfill the human anatomy and physiology prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Students planning to apply to veterinary programs should enroll in BIO 311 and BIO 337. Prerequisite(s): BIO 190 or 195 and CHEM 108A.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno
Instructor Permission Required: No

BIO 218 Human Anatomy and Physiology II

A continuation of BIO 217, this course explores human anatomy and physiology with an integrative approach that links all organ systems to the neuroendocrine system and examines the interactions among organ systems. Topics include the cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems. This course is intended to fulfill the human anatomy and physiology prerequisite for students planning to apply to health professions programs such as nursing, physician assistant, physical therapy, and occupational therapy. Students planning to apply to veterinary programs should enroll in BIO 311 and BIO 337. Prerequisite(s): BIO 217.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C027
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Salazar-Perea, Bruno
Instructor Permission Required: No

BIO 225 Biogeography

Biogeography is the study of spatiotemporal distribution of biota through the interplay between living systems and the environment. This course explores how biogeographic processes influence the evolution of species, communities, and ecosystems, and provides background and analytical techniques for studying the effects of global change on biota. The course combines evolutionary and ecological perspectives in the field of biogeography and shows how Earth history, contemporary environments, and evolutionary and ecological processes have shaped species distributions. General patterns in space and time across the Earth's aquatic and terrestrial ecosystems are used to illustrate biogeography. This course examines how geographically-linked processes influence evolution and extinction of biota, and provides an overview of the techniques and applications for studying the interplay between geographic ranges, environment, evolution, and extinction. Prerequisite(s): BIO 195 or 204 or ENVR 203 or 240.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ENVR 225
Instructor: Minor, Jesse
Instructor Permission Required: No

BIO 241 Water and Watersheds/Lab

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological,

and chemical approaches to questions of water quality and quantity as well as an introduction to working with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C021, C045, C058, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EACS 241, ENVR 240

Instructor: Ewing, Holly

Instructor Permission Required: No

BIO 244 Biostatistics

A course in the use of statistics in the biological sciences, focusing on core concepts and skills necessary for the analysis and interpretation of data, including types of data, the fundamentals of study design, sampling distributions, the meaning and interpretation of p-values and confidence intervals, statistical errors, and power. Students learn to select and carry out appropriate statistical tests for a variety of simple datasets. Statistical methods considered include analyses such as binomial tests, Fisher's exact tests, t- and chi-square tests, 1- and 2-way ANOVA, correlation and regression, and simple nonparametric techniques for numerical data. Prerequisite(s): BIO 190, 195, or ENVR 203, 240, or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Essenberg, Carla

Instructor Permission Required: No

BIO 246 Conservation Biology

The work of conserving the ecological systems on which we and other species rely draws on many disciplines, including biology, policy, ethics, and other disciplines to conserve biological diversity. This course focuses on the biological aspects of conservation work while also considering their context within a complex, interdisciplinary endeavor. Students examine conservation at multiple scales, including the conservation of species, biological communities, and ecosystems. Classroom activities help students develop scientific reasoning skills and apply them to conservation problems. Readings and discussions encourage students to consider social, ethical, and other perspectives on conservation work. Prerequisite(s): BIO195, ENVR 203, 240, or 310.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 246

Instructor: Essenberg, Carla

Instructor Permission Required: No

BIO 255A Mathematical Models in Biology

Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to a variety of models in biology, with concrete examples chosen from biological and medical fields. Students work both theoretically and with computer software to analyze models, compute numerical results, and visualize outcomes. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006, C062, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 255A

Instructor: Greer, Meredith

Instructor Permission Required: No

BIO 271 Dendrology and the Natural History of Trees/Lab

In this field-based course, students engage in the scientific study of the natural history and identification of trees and important shrubs native to New England, and some commonly planted non-native trees. Topics include the anatomy, function, taxonomy, biology, and uses of trees. Lecture topics support weekly outdoor laboratories, which may include trips to such field sites as the Saco Heath, Thorncrag Bird Sanctuary, and Wolfe's Neck State Park. Study of the woody flora of New England serves as a foundation for further work in biology, environmental studies, conservation, or related fields. Prerequisite(s): BIO195, 206, or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 271

Instructor: Huggett, Brett

Instructor Permission Required: No

BIO 301 Pathophysiology

This course introduces the students to the understanding of human diseases that most commonly affect us. Students learn about the most common pathological conditions by organ systems, examining the abnormal function of cells and body systems, clinical manifestations, diagnostic testing, and adaptations used by the organism to restore homeostasis. Students apply critical thinking skills to integrate how the malfunction of one organ affects other organ systems and the individual as whole, with the goal of expanding students' knowledge of the human body. Prerequisite(s): one of the following: BIO 114, 217, 218, 311, 337, or NS/PY 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Salazar-Perea, Bruno
Instructor Permission Required: No

BICH 304 Biochemistry of Virus Replication and Host Cell Defense Systems

Viruses that infect eukaryotic cells have evolved a wide range of strategies to co-opt the biochemical machinery of host cells for the purpose of maximizing virus replication success. Eukaryotic cells have simultaneously evolved mechanisms to limit the extent to which viruses can establish successful infections. This course examines, in large part through the primary literature, the replication biochemistry used by representative examples of mammalian viruses and the cellular biochemical pathways designed to defend cells and organisms from viral takeover. Students are expected to apply what they learn by preparing a grant application narrative as a final project. Prerequisite(s): BIO 242, or BIO 195 and 202, and CHEM 218.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): C065
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Lawson, Glen
Instructor Permission Required: No

BIO 305 Gene Editing in Biology and Neuroscience

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for the delivery of DNA-modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society. Prerequisite(s): BIO 242, or BIO 195 and 202.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): NRSC 305
Instructor: Kruse, Martin
Instructor Permission Required: No

BIES 306 Disturbance Ecology

Many ecosystems have a long evolutionary history of being adapted to natural disturbances such as wildfire, insect outbreaks, and drought. These disturbance processes are required for such systems to persist. On the other hand, anthropogenic disturbances—nuclear disasters, invasive species, oil spills—can have profound effects on systems that are not evolutionarily prepared for them. In this course students examine the effects of natural and anthropogenic disturbances on ecological systems and discuss whether climate change is increasing disturbance severity. Students are introduced to concepts of disturbance probability and risk, and

the complexities of conveying this information to the general public. Prerequisite(s): one of the following: BI/ES 246, 271; BIO 113, 128, 133, 206, 221, 270; ENVR 203, 221, 240, or 310. Open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Aoki, Carissa

Instructor Permission Required: No

BIO 308 Neurobiology

An introduction to the molecular and cellular principles of neurobiology and the organization of neurons into networks. Also investigated are developmental and synaptic plasticity, analysis of signaling pathways in cells of the nervous system, and the development of neurobiological research, from studies on invertebrate systems to usage of stem cell-derived brain organoids and gene-editing techniques such as CRISPR/Cas9. Laboratories include analysis of nerve cell activity, computer simulation and modeling, and the use of molecular techniques in neurobiology. Prerequisite(s): BIO195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 308

Instructor: Kruse, Martin

Instructor Permission Required: No

BIO 310 Bioinspiration

Wind turbine blades inspired by insect wings are more efficient than conventional blades. The nose cones of Japanese bullet trains are modeled after kingfisher beaks to reduce noise pollution. Condiment bottles will soon feature a non-stick surface inspired by lotus leaves. Technology is increasingly looking to biology for design inspiration because evolution often yields elegant and robust solutions to real-world problems. In this project-based course, students explore examples of biological form and function, and use this knowledge to design a product that is inspired by nature to solve a problem faced by today's society. Prerequisite(s): BIO 204 or PHYS 108.

Modes of Inquiry: [CP], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

BIO 311 Comparative Anatomy of the Chordates/Lab

An introduction to the comparative anatomy of the vertebrates and their kin, with laboratory study of both sharks and mammals. Prerequisite(s): BIO 190 or 195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mountcastle, Andrew

Instructor Permission Required: No

BIO 313 Marine Ecology

An examination of the complex ecological interactions that structure marine systems in a changing ocean. Habitats studied include intertidal, estuary, coral reef, deep sea, salt marsh, and pelagic. Laboratories include work in local marine communities and require occasional weekend trips. Prerequisite(s): BIO 206 or 270 or ENVR 240.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C045, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 315 Microbiology/Lab

A survey of the structure, function, and diversity of microorganisms, including viruses, bacteria, and eukaryotic microbes, with emphasis on adaptations to specific niches. Particular attention is given to organisms of ecological, medical, and industrial interest. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C064, C065, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 320 Pharmacology

Pharmacology is the study of the actions and effects of drugs within a living organism, whether they are illegal, legal, prescription, or over-the-counter. This course places an emphasis on treatment of illness and disease in mammals and presents mechanisms of action, and therapeutic uses and toxicities of important drugs, including medications that affect the peripheral nervous system, cardiovascular system,

gastrointestinal tract, endocrine system, reproductive system, and agents used to treat cancer. Prerequisite(s): BIO 202 and CHEM 107A.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

BIO 321 Cellular Biochemistry

This course explores the biochemical mechanisms of cellular functions with the goal of extending student knowledge about the structure, synthesis, and metabolism of biological macromolecules and contextualizing the regulation of these molecules in healthy and diseased cells and tissues. The course does not satisfy a requirement for the biochemistry major. Not open to students who have received credit for CHEM 321 or 322. Prerequisite(s): BIO 202 and 204. Strongly recommended: CHEM 217 and 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 322 Emergent Ecologies

We are living on what has been described by some as a “damaged planet.” Pollutants, ranging from tiny toxic particles to vast trash-filled gyres, unnatural disasters, unsustainable and unethical farming and fishing practices, the sixth mass extinction, and anthropogenic climate change have largely defined our current era. However, even in these treacherous times, filled with dystopian scenarios of apocalyptic devastation, new ecologies - relations - are formed. In this course, we look beyond the hopelessness to ask, what emergent ecologies are coming into being in the Anthropocene? Traversing the disciplines of conservation biology, ecology, ethology, geography, and anthropology, this course looks closely at the ideas of invasive species, extinction studies, and environmental management (among others) to examine what is living, even thriving, in uncertain times. Prerequisite: Any BIO195 and BIO 206

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 323E Philosophy of Evolution

Evolutionary theory raises many deep and complicated philosophical issues as well as questions about how science operates: Are concepts like function, selection, and optimality scientifically legitimate? How do we make inferences about the unobserved past? Can thinking about the evolutionary past help us understand how biological processes, such as the mind, work today? It also raises questions about who we are and where we come from: How do we relate to other species? Can we better understand our moral and intellectual strengths and weaknesses by looking to evolution? In this course, students approach these questions from an interdisciplinary perspective, including philosophy, biology, and the cognitive sciences. Prerequisite(s): one of the following: PHIL 211; two courses in philosophy; or one course in philosophy and one course in biology.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PHIL 323E

Instructor: Dacey, Mike

Instructor Permission Required: No

BIO 328 Developmental Biology/Lab

Developmental biology is a dynamic field that addresses questions related to how organisms come into being and grow. This course introduces students to developmental biology with a particular emphasis on the molecular basis for developmental events. The course focuses on the mechanisms involved in making cells that are different from one another (cell differentiation) and the associated mechanisms by which patterns are created (morphogenesis). In the lab, students explore the phenomenon of development in several of the most prominently utilized model organisms. The lab culminates in an independent project. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Williams, Larissa

Instructor Permission Required: No

BIO 331 Molecular Biology

A laboratory and lecture introduction to the molecular biology of genes and chromosomes. The course emphasizes current research about gene structure and function, experimental techniques, and eukaryotic genetics. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Williams, Larissa

Instructor Permission Required: No

BIES 333 The Genetics of Conservation Biology/Lab

Conserving biodiversity is important at multiple scales, including genetic variation within species. Does a species have enough variation to evolve in a changing world? Are individuals differentially adapted to local environmental variation? In a captive population of a rare animal, which individuals should be bred to minimize the erosion of genetic variation? Lectures and labs cover the fundamentals of classical, molecular, and population genetics, applying them to current issues in biological conservation. Prerequisite(s): BIO 202, 206, 242 or 270.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: No

BIO 337 Animal Physiology/Lab

The major physiological processes of animals, including digestion, circulation, respiration, excretion, locomotion, and both neural and hormonal regulation. Examples are drawn from several species and include a consideration of the cellular basis of organ-system function. Prerequisite(s): BIO 202 or 242.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: No

BIO 339 Origin(s) of Life

This course is an interdisciplinary survey of the conditions and environments that may have led to the origin(s) of life. Studying the origin of life involves research across physics, astronomy, geology, chemistry and biology but with a major lens of chemistry. Did life begin only once? What makes a planet habitable? How do we go from molecules to cells? Beginning with the formation of planets and stars, progressing to "Earth history", then trying to define what "life" is, we will assess the current theories for how life started with a chemical lens. We will also discuss how scientists are currently searching for it elsewhere. In addition to learning about the theories surrounding the origin(s) of life and the science involved in solving this difficult question, we will focus on developing a scientific mindset through the primary literature, and the course culminates in the scientific process of proposing experiments to address open questions in the field. Prerequisite(s): CHEM 217.

Modes of Inquiry: [AC], [SR]

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): CHEM 339
Instructor: Pazienza, Lydia
Instructor Permission Required: No

BIO 342 Ecological and Evolutionary Physiology

This course explores the interaction between the environment and physiological phenotypes in animals while emphasizing the role of evolutionary processes in shaping physiological variation. Topics may include the evolution of endothermy, adaptation to extreme environments and climate change, and concepts such as symmorphosis. Readings from the primary scientific literature highlight diverse methodological approaches used to understand the evolution of physiological traits, such as comparative and phylogenetic analysis, selection experiments, genetic and phenotypic manipulation, and quantitative genetics. Prerequisite(s): BIO 206.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bavis, Ryan
Instructor Permission Required: No

BIO 344 Genetics

Genetics is the study of information transfer across generations. In this course, students examine the molecular basis of genetic information, consider the consequences of mutations, identify common patterns of inheritance, apply probability and statistics to understand genetic problems, and learn about techniques used commonly in genetic research, screening, and testing. Prerequisite(s): BIO 195 and 202.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

BIO 351 Immunology

This course focuses on the human immune system using selected clinical applications (case studies) to understand the immune system. This course considers the cells, tissues, and molecules of the immune system and their purpose in the human body. Students discuss the basic biology of the innate and adaptive immunity, formation and activation of B-cells and T-cells as well as the structure and function of antibodies, antigen recognition, and immunity to microorganisms. Other topics include hypersensitivities,

immunodeficiencies, transplantation, cancer, immunotherapy, and vaccinology. Recommended background: coursework in microbiology and human anatomy and physiology. Prerequisite(s): BIO 202.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C064, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

BIO 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIO 380 Plant Physiology/Lab

A study of organismal and cellular functions important in the life of green plants. Topics include mineral nutrition, water relations, carbon assimilation, metabolism, and regulatory processes with an emphasis on how plant structure and function are influenced by pressures in the growing environment or by interactions with other organisms. Weekly laboratories provide a research-led approach to understanding physiological processes in plants. Prerequisite(s): BIO 190 or 195 and CHEM 108A in addition to one of the following courses: BIO 221, 242, 270, or BI/ES 271.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: No

BIO 457 Senior Thesis

Permission of the department and the thesis advisor are required. Students register for BIO 457 in the fall semester. Majors writing an honors thesis register for both BIO 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

BIO 458 Senior Thesis

Permission of the department and the thesis advisor are required. Students register for BIO 458 in the winter semester. Majors writing an honors thesis register for both BIO 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

BIO 460 Junior Seminar

Reading original biological literature is an essential skill for biology majors. Focusing on the topics addressed by invited speakers for the semester's biology seminar program, students review articles, write analyses, and contribute oral presentations in a small group format. Students attend afternoon and/or evening seminars and discuss the content, context, and presentation of original investigations. Prerequisite(s): BIO 190, 195, 202, or 242, and 206 or 270. One of these courses may be taken concurrently, only by permission of the instructor.

Modes of Inquiry: [SR]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

BIO 470 Seminar and Research in Ecology

Laboratory, field, or library study of a current research topic in experimental ecology. A topic is selected with reference to the research interests of the instructor. Prerequisite(s): BIO206.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Essenberg, Carla
Instructor Permission Required: Yes

BIO 472 Seminar and Research in Physiology/Lab

Laboratory or library study of a current research topic in physiology. A topic is selected with reference to the research interests of the instructor.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

BIO 476 Seminar and Research in Evolutionary Biology

Laboratory or library study of a current research topic in evolutionary biology. A topic is selected in reference to the research interests of the instructor. Open to seniors only.

Modes of Inquiry: [SR]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dearborn, Don
Instructor Permission Required: Yes

BIO 477 Seminar and Research in Microbiology/Lab

Laboratory and library study of a current research topic in microbiology or immunology. Topics are selected with reference to the research interests of the instructor and students. Open to seniors only.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

BIO 480 Senior Seminar

This course brings together senior biology majors across both fall and winter semesters to engage in discussions about the scientific literature as a class and with seminar speakers. Students attend seminars and discuss the content, context, and presentation of original investigations. Various instructors from the department will teach this course.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

BIO S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain

This course immerses students in coastal issues facing Maine with the Bates-Morse Mountain Conservation Area and Phippsburg as the course setting. Students examine community dependence on fisheries and aquaculture and learn how to assess the health of the environment, including salt marshes, mudflats, the rocky intertidal zone, sandy beaches, and coastal forests. By combining the study of human and natural systems, students consider ways to manage resources within the broader context of a changing environment. The course introduces social-ecological systems theory and field methods including basic experimental design, data collection, and analysis. This course includes overnight stays at the Bates-Morse Mountain Conservation Area.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C058, C068
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ENVR S14
Instructor: Cleaver, Caitlin
Instructor Permission Required: No

BIPH S21 Biological Fluorescence Microscopy

Fluorescence microscopy is a ubiquitous tool in biological and biomedical research. Guided by the laws of physics, biological imaging has evolved over the past several centuries from observing pond scum to resolving individual proteins at the molecular scale. This course surveys the properties of light, the fundamental physics of imaging systems, fluorescence, image acquisition, and their application in addressing biological questions. This course is hosted at Bates and the Mount Desert Island Biological Laboratory, where students learn to prepare biological samples for fluorescence imaging and the operation of several types of commercially available microscopes. Prerequisite(s): BIO 195 or PHYS 107 or 109. Recommended background: basic knowledge of algebra and trigonometry.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Gould, Travis
Instructor Permission Required: Yes

BIO S39A Biological Skills: Rodents in Research

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The Rodents in Research version of this course builds skills in working with rodents in a laboratory setting. Topics may include animal welfare laws and policies, routine care and handling of rodents, aseptic surgical procedures, and other best practices to enhance the quality of research. The course is intended for students majoring in biology but may be relevant to students in biochemistry or neuroscience, or preparing for health-related careers. Prerequisite(s): BIO 195.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bavis, Ryan

Instructor Permission Required: Yes

BIO S39B Biological Skills: Field Ecology

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The Field Ecology version of this course builds skills in observing, counting, and analyzing ecological populations and communities. Topics may include species identification, point counts, community diversity indices, and approaches to quantifying behavior as well as best practices in data analysis and scientific communication. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers. Prerequisite(s): BIO 195.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dobkowski, Katie

Instructor Permission Required: Yes

BIO S39C Biological Skills: Microscopy and Microdissection

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The microdissection and microscopy (M&M) version of this course builds skills in fine dissection and confocal microscopy. Topics may include fly husbandry and genetics, formulating a scientific hypothesis/question, setting up experiments to address the question, data analysis, observations, deriving conclusions, and communication. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers. Prerequisite(s): BIO 195.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sahu, Subhshri

Instructor Permission Required: Yes

BIO S39D Biological Skills: Field Botany and Dendrochronology

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The field botany and dendrochronology version of this course focuses on field-based skills in identification of flora, natural history, data collection, and tree-ring analyses. Topics may include plant, fungal, and lichen identification and collection; forest biology; citizen science; and methodological approaches used to explore the impact of climate on the growth of forested ecosystems. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Huggett, Brett

Instructor Permission Required: Yes

BIO S39E Biological Skills: RNA Collection and Bioinformatic Analysis

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The RNA collection and bioinformatic analysis section of the course builds understanding and skills in genetic manipulation of cells to explore mechanisms of human aging and disease. Topics include genetic engineering, RNA extraction and analysis, comparative bioinformatic analysis of relevant results, and best practices related to data handling, analysis, and scientific communication. Part of this course occurs off-campus, at the Mt. Desert Island Biological Laboratory in Bar Harbor, ME. The course is intended for students majoring in biology, neuroscience or biochemistry, but may be relevant to students preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adams, Levi

Instructor Permission Required: Yes

BIO S39F Biological Skills: Invasive Green Crab Inventory & Monitoring

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. This version of the course focuses on green crabs, a marine invasive species that is causing environmental and economic harm in New England. Students learn monitoring field methods, including transect- and quadrat-based estimates for population size, site characterization methods, species identification, genetic assays to establish the population affinity of crabs, and how to recognize crab phenology. Topics may include trap-based subsampling, invasive species control methods, state and regional fisheries policy, and culinary use of this species. The course is intended for students majoring in biology but may be relevant to students in biochemistry, neuroscience, earth and climate sciences, or environmental studies, or preparing for health-related careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Minor, Jesse

Instructor Permission Required: Yes

BIO S39G Biological Skills: Marine Genomics

This course builds skills in breeding and rearing bivalves (oysters, clams) as well as molecular and genomic analysis of selectively bred lines of shellfish. Shellfish are important to the health of Maine's marine ecosystem as well as commercially important to Maine's coastal economy and have experienced problems with overfishing, habitat loss, and disease. Students will travel to the Downeast Institute's (DEI) Marine Research Laboratory where scientists conduct applied research on commercially important shellfish species in Maine. There, students will learn about Maine's coastal economy and marine environment and enter into a collaborative project with researchers to use molecular approaches to study genomic selected shellfish lines or candidate species for shellfish aquaculture. At Bates, students will learn molecular biology approaches to isolating and characterizing nucleic acids from shellfish as well as bioinformatic approaches to studying shellfish genomes.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Horton, April

Instructor Permission Required: No

BIO S39H Biological Skills: Advanced Microscopy

This course is designed to build particular skills in an area of biology, with a general aim of preparing students for summer internships and careers in the biological sciences. The Advanced Microscopy version of this course employs hands-on work and analysis of original data sets to build skills in data acquisition and image analysis workflows on the onsite laser scanning confocal microscope. Theory and practice to be discussed. The course is intended for students majoring in biology but may be relevant to students in

biochemistry or neuroscience, or preparing for health-related careers. Prerequisite: BIO 195. Recommended Background: BIO 202 and/or any Cell and Molecular Biology courses.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ernstrom, Glen

Instructor Permission Required: Yes

BIO S47 Experimental Cell Biology/Lab

In this laboratory-based course, students investigate how lipids and proteins act together to regulate cellular activity. Using state of the art research facilities on campus and at Mount Desert Island Biological Laboratory near Bar Harbor, ME, students work with an immortalized cell line to address questions of neuronal signaling pathways by applying molecular, biochemical, and microscopy techniques. The course introduces students to the mathematical programming language R, and trains students in using R to analyze experimental data. Prerequisite(s): BIO 202 and 204.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kruse, Martin

Instructor Permission Required: Yes

BIO S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Chemistry and Biochemistry

Professor Schlax; Associate Professors Côté, Koviach-Côté (chair), and Laurita; Assistant Professors O'Loughlin and Piedmonte; Visiting Assistant Professors Pazienza and Sommer

Chemistry deals with phenomena of matter and energy that affect nearly every aspect of our lives and environment. A chemistry education explores the theories, laws, applications, and potential of this science. Biochemistry encompasses the study of the form and function of the proteins, lipids, carbohydrates, and nucleic acids found in living organisms. Traditionally, biochemistry has been an interdisciplinary field, drawing on techniques and expertise from physics, medicine, biology, and chemistry.

The department offers a major in chemistry, a major in biochemistry, and a minor in chemistry. The chemistry and biochemistry curricula are sufficiently flexible to allow students with career interests in areas such as the health professions, research, law, business, and education to design a suitable major program. Students interested in careers in chemistry or biochemistry will find chemistry electives that provide a background for work in graduate school, industry, or other positions requiring a strong foundation in chemistry. The department and its curriculum are approved by the American Chemical Society (ACS), and an ACS-certified major in chemistry is offered. More information is available on the [Chemistry and Biochemistry department website](#).

Biochemistry Major Requirements

Biochemistry encompasses the study of the form and function of the proteins, lipids, carbohydrates, and nucleic acids found in living organisms. Traditionally, biochemistry has been an interdisciplinary field, drawing on techniques and expertise from physics, medicine, biology, and chemistry. More information on the biochemistry major is available on the website (bates.edu/chemistry-biochemistry).

The biochemistry major requires courses from both the chemistry and biology departments, including a one- or two-semester thesis. Some courses have math and/or physics prerequisites, which are normally taken in the first two years. Students who major in biochemistry may not double major in biology, chemistry, or neuroscience, minor in chemistry, or obtain a general education concentration in chemistry.

1. Chemistry Core

Complete the following courses:

- CHEM 107A Atomic and Molecular Structure/Lab
- CHEM 108A Chemical Reactivity/Lab
- CHEM 217 Organic Chemistry I/Lab
- CHEM 218 Organic Chemistry II/Lab
- CHEM 321 Biological Chemistry I/Lab
- CHEM 322 Biological Chemistry II/Lab

Complete at least one of the following courses:

- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry

2. Biology Core

Complete the following courses:

- BIO 195 Lab-Based Biological Inquiry
- BIO 202 Cellular Basis of Life
- BIO 204 Biological Research Experience: Molecules to Ecosystems

Complete at least one course from the following:

- BIO 305 Gene Editing in Biology and Neuroscience
- BIO 315 Microbiology/Lab
- BIO 328 Developmental Biology/Lab
- BIO 331 Molecular Biology
- BIO 344 Genetics
- BIO 351 Immunology

3. Electives

One elective from the following list is required for the major. It is strongly recommended that students considering graduate programs in biochemistry, biophysics, or related disciplines select a chemistry elective. One course may not serve as both an elective and core course. Independent study and Short Term courses may not be used as electives.

Complete at least one course from the following:

- Any Chemistry course 200-level or above, except CHEM 360 (Independent Study)
- BIO 244 Biostatistics
- BIO 304 Biochemistry of Virus Replication and Host Cell Defense Systems
- BIO 305 Gene Editing in Biology and Neuroscience
- BIO 308 Neurobiology
- BIO 315 Microbiology/Lab
- BIO 328 Developmental Biology/Lab
- BIO 331 Molecular Biology
- BIO 333 The Genetics of Conservation Biology/Lab
- BIO 337 Animal Physiology/Lab
- BIO 477 Seminar and Research in Microbiology/Lab

4. Senior Project

The written thesis required of all biochemistry majors may be either an experimental (including computational) or non-experimental thesis. Students conducting an experimental thesis register for BIOC 457, 458, or both, while students undertaking a non-experimental thesis register for either BIOC 457 or 458. Students pursuing honors must register for both BIOC 457 and 458. The senior thesis advisor may be a faculty member in either the chemistry and biochemistry department or the biology department. Details about thesis requirements are found on the department website.

Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107A and/or 108A. These credits may be used toward a major or minor in chemistry or the major in

biochemistry, and may be used as a prerequisite for any course that requires CHEM 107A or 108A. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program.

Short Term Courses

Short Term courses may not be used as elective courses.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Students typically satisfy the [W2] requirement by completing BIO 204. Most courses required for the B.S. degree are normally fulfilled through required courses and their prerequisites. However, students may need additional courses and should consult the requirements for the B.S. degree.

Chemistry Major Requirements

Chemistry deals with phenomena of matter and energy that affect nearly every aspect of our lives and environment. A chemistry education explores the theories, laws, applications, and potential of this science. The chemistry curriculum is sufficiently flexible to allow students with career interests in areas such as the health professions, research, environmental science, law, business, and education to design a suitable major program. Students interested in careers in chemistry will find electives that provide a background for work in graduate school, industry, or other positions requiring a strong foundation in chemistry. The department and its curriculum are approved by the American Chemical Society (ACS), and an ACS-certified major is offered.

The chemistry major requirements include core courses, elective courses, and senior research and seminar. Some courses have math or physics prerequisites, which are normally taken in the first two years.

Students who major in chemistry may not double major in biochemistry, minor in chemistry, or complete the general education concentration in chemistry. 200-level core courses should be completed by the end of the junior year.

1. Chemistry Core

Complete the following courses:

- CHEM 107A Atomic and Molecular Structure/Lab
- CHEM 108A Chemical Reactivity/Lab
- CHEM 212 Analytical Chemistry/Lab
- CHEM 215 Inorganic Chemistry/Lab
- CHEM 217 Organic Chemistry I/Lab
- CHEM 218 Organic Chemistry II/Lab
- CHEM 301 Quantum Chemistry

Complete at least one course from the following:

- CHEM 302 Statistical Thermodynamics
- CHEM 310 Biophysical Chemistry

2. Chemistry Electives

Complete two chemistry courses 200-level or above except CHEM 360 Independent Study.

When satisfying the elective requirements:

- A course may not serve as both a core course and an elective.
- Independent study courses and short term courses cannot be used to satisfy requirements.

Elective course selections depend upon the goals and interests of the student. All students preparing for graduate study should choose advanced courses in their specific area of interest.

3. Senior Project

The written thesis required of all chemistry majors may be either an experimental (including computational) or a non-experimental thesis. Students conducting an experimental thesis register for CHEM 457, 458, or both, while students undertaking a non-experimental project may register for CHEM 457 or 458. Students pursuing honors must register for both 457 and 458. Details about thesis requirements are found on the department website.

Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107A and/or 108A. These credits may be used toward a major or minor in chemistry or the major in biochemistry, and may be used as a prerequisite for any course that requires CHEM 107A or 108A. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program.

Short Term Courses

Short Term courses may not be used as elective courses.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

In order to earn an ACS-accredited chemistry major, students must take CHEM 321 (may count as an elective), two additional courses with a laboratory component (e.g. CHEM 305, 322, s37, s42, or s27), and both CHEM 457 and 458. Students may satisfy the [W2] requirement by completing three courses from among CHEM 212, 215, 301, 310, or 321. Most courses required for the B.S. degree are normally fulfilled through required courses and their pre-requisites. However, students may need additional courses and should consult the requirements for the B.S degree.

Chemistry Minor Requirements

Chemistry deals with phenomena that affect nearly every aspect of our lives and environment. A chemistry minor provides an introduction to chemical principles and applications that may be relevant to and complement other liberal arts majors.

Students may complete a minor in chemistry by taking seven chemistry courses, at least one of which must be at the 300-level, CHEM s37, CHEM s42. With the exception of EACS 240 (Environmental Geochemistry/Lab), and EASC 340 (Stable Isotope Geochemistry) which may count toward the chemistry minor, only departmentally designated cross-listed courses may be applied toward the minor. Neither EACS 240 or 340 may count as a 300-level chemistry course. Short term and independent study courses may not be used to fulfill the requirements for the minor. This minor is not open to students who have declared a major in chemistry or biochemistry.

Courses Taken Outside of Bates

Students receiving scores of four or five on the Chemistry AP examination, a grade of A or B on the A-level Chemistry examinations, or a grade of six or seven on the IB HL program examination may receive credit for CHEM 107A and/or 108A. These credits may be used toward a major or minor in chemistry or the major in biochemistry, and may be used as a prerequisite for any course that requires CHEM 107A or 108A. Their suitability as a prerequisite for a medical school is determined by the requirements of each individual medical school program.

Short Term Courses

Short Term and independent study courses may not be used to fulfill the requirements for the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Course Offerings

BIOC 457 Senior Thesis

A laboratory or library research study in an area of interest under the supervision of a member of the biology or chemistry department. Senior majors will be asked to deliver presentations on their research. Students register for BIOC 457 in the fall semester and BIOC 458 in the winter semester. Majors writing an honors thesis register for both BIOC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIOC 458 Senior Thesis

A laboratory or library research study in an area of interest under the supervision of a member of the biology or chemistry department. Senior majors will be asked to deliver presentations on their research. Students register for BIOC 457 in the fall semester and BIOC 458 in the winter semester. Majors writing an honors thesis register for both BIOC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 105 Energy

Energy is everything. Every biological organism needs energy for its functions, from the most basic to the most complex. Human societies depend on external energy sources for transportation, commerce, and agriculture. Understanding what energy is, how we generate it, and how we use it is important for every citizen. This course explores energy with a particular emphasis on how energy and chemistry are related. Not open to students who have received credit for PHYS 106.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Sommer, Michael

Instructor Permission Required: No

CHEM 107A Atomic and Molecular Structure/Lab

Fundamental concepts underlying the structure and behavior of matter are developed. Major topics include states of matter, atomic structure, periodicity, and bonding. This course, or its equivalent, is a prerequisite for all advanced courses in chemistry and biological chemistry. Laboratory: three hours per week.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 108A Chemical Reactivity/Lab

A continuation of CHEM 107A. Major topics include thermodynamics, kinetics, equilibrium, acid/base behavior, and electrochemistry. Laboratory: three hours per week. Prerequisite(s): CHEM 107A.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 111 Science and Human Welfare: A Historical Perspective

The interests of individuals, economic entities, and political sectors drive scientific exploration, and the resulting discoveries may or may not be equitably applied to improve the welfare of human populations as a whole. This course uses a case-study approach to examine the chemical principles behind examples of some of the most significant applications of scientific problem solving that have occurred within the past 300 years. Each application is analyzed in terms of the forces that guided the discovery and the impact the discovery has had on the welfare of the affected social groups.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Glen

Instructor Permission Required: No

CHEM 207 Environmental Chemistry

Humanity is standing at the precipice of environmental catastrophe, facing a myriad of self-imposed threats including global climate change, unsustainable depletion of natural resources, and irrevocable loss of biodiversity. At the foundation of each of these threats are chemical reactions: the combustion of fossil fuels,

the acidification of the oceans, the disruption of natural biochemical processes, etc. This course covers the natural and anthropogenic chemical processes of the Earth's atmosphere, waterbodies, and soil, while addressing some of the most urgent environmental emergencies we face today as well as a number of successfully resolved environmental crises of the recent past. Prerequisite(s): CHEM 108A.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 212 Analytical Chemistry/Lab

A study of some of the most universally used methods and techniques of chemical separation. Both theory and applications are covered. Topics include chemical equilibrium, liquid-liquid extraction, gas and liquid chromatography, and electrophoresis. Laboratory: three hours per week. Prerequisite(s): CHEM 108A.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sommer, Michael

Instructor Permission Required: No

CHEM 215 Inorganic Chemistry/Lab

A study of the wide-ranging aspects of inorganic chemistry. The use of periodic trends and fundamental principles of inorganic chemistry to systematize the descriptive chemistry of the elements is explored. Topics include reaction mechanisms in inorganic chemistry, ligand field theory, and solid state chemistry. Applications of inorganic chemistry to biochemistry, environmental chemistry, and geochemistry are also considered. Prerequisite(s): CHEM 108A.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Laurita, Geneva

Instructor Permission Required: No

CHEM 217 Organic Chemistry I/Lab

An introduction to organic chemistry. Topics include bonding, structure, stereochemistry, and nomenclature; reactions of alkyl halides; and spectroscopic methods. Laboratory: three hours per week. Prerequisite(s): CHEM 108A.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer
Instructor Permission Required: No

CHEM 218 Organic Chemistry II/Lab

A continuation of CHEM 217. The reactions of alcohols, alkenes, alkynes, carbonyl compounds, aromatics, and radicals are studied from both a mechanistic and a synthetic point of view. Laboratory: three hours per week. Prerequisite(s): CHEM 217.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer
Instructor Permission Required: No

CHEM 301 Quantum Chemistry

Major topics include quantum mechanics, atomic and molecular structure, and spectroscopy. Prerequisite(s): CHEM 108A, MATH 106, and PHYS 107 or 109. Corequisite(s): MATH 205.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C006, C056
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cote, Matt
Instructor Permission Required: No

CHEM 302 Statistical Thermodynamics

Major topics include statistical mechanics and chemical thermodynamics. Prerequisite(s): CHEM 108A, MATH 106. Prerequisite(s), which may be taken concurrently: PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C006, C056
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cote, Matt
Instructor Permission Required: No

CHEM 303 Modern Data Acquisition and Analysis

Making measurements is a key element of chemistry and other physical sciences. Measurements made with commercial turn-key instruments typically employ operations whose details are obscured by slick user interfaces. To help students make fuller and more sophisticated use of such instruments, this course provides a hands-on introduction to the details of the hidden operations: simple analog electronics, digital data acquisition, and computer-based data analysis. Students create simple electronic circuits, use the LabVIEW programming language to program computers to generate and acquire electronic signals, and apply MATLAB software to analyze and extract meaning from the measurements they make. Relatively simple experiments and devices relevant to the physical sciences provide opportunities to put the ideas and techniques discussed into practice. Neither experience with computer programming (in LabVIEW, MATLAB, or otherwise) nor knowledge of electronics is assumed. Prerequisite(s): CHEM 108, PHYS 108, or PHYS 109. Recommended background: MATH 106.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

BICH 304 Biochemistry of Virus Replication and Host Cell Defense Systems

Viruses that infect eukaryotic cells have evolved a wide range of strategies to co-opt the biochemical machinery of host cells for the purpose of maximizing virus replication success. Eukaryotic cells have simultaneously evolved mechanisms to limit the extent to which viruses can establish successful infections. This course examines, in large part through the primary literature, the replication biochemistry used by representative examples of mammalian viruses and the cellular biochemical pathways designed to defend cells and organisms from viral takeover. Students are expected to apply what they learn by preparing a grant application narrative as a final project. Prerequisite(s): BIO 242, or BIO 195 and 202, and CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Glen

Instructor Permission Required: No

CHEM 305 Methods in Biophysical Chemistry

This course introduces experimental techniques used to characterize the properties, interactions, and functions of biological macromolecules. Working in groups, students formulate and test hypotheses, analyze data, interpret results, and refine their experimental approaches. Emphasis is placed on proper techniques in laboratory work, safety, waste handling, and communicating experimental approaches and results. Prerequisite(s): CHEM 108A and two of the following: CHEM 212, 215, 217, or 218.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Schlax, Paula
Instructor Permission Required: No

CHEM 308 Topics in Physical Chemistry

This course explores topics in physical chemistry beyond those encountered in Quantum Chemistry. Topics are drawn from the following: theoretical aspects of spectroscopy, molecular structure and dynamics, and condensed matter. Computation for modeling and visualization is emphasized. Prerequisite(s): CHEM 301, MATH 205, or PHYS 308.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cote, Matt; Sommer, Michael
Instructor Permission Required: No

CHEM 310 Biophysical Chemistry

An overview of physical chemical principles and techniques used in understanding the properties, interactions, and functions of biological molecules. Thermodynamic, kinetic, and statistical mechanical principles are applied to understanding macromolecular assembly processes (i.e., assembly of viruses or ribosomes) and macromolecular interactions involved in gene expression and regulation, DNA replication, and other biological processes. Techniques used in studying protein folding, RNA folding, and enzyme kinetics are presented. Prerequisite(s): CHEM 108A and MATH 106. Prerequisite(s), which may be taken concurrently: PHYS 107 or 109. This course is normally offered every year, alternating with CHEM 302.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C006, C056
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Schlax, Paula
Instructor Permission Required: No

CHEM 313 Organic Spectroscopy

In this course the utilization of nuclear magnetic resonance (NMR), infrared (IR), and mass spectral data for structural analysis is developed. Particular attention is given to the theory and interpretation of proton, carbon-13, and two-dimensional NMR spectra, and to structure prediction using all three spectroscopic techniques. Students will gain hands-on experience with the NMR spectrometer. Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Koviach-Cote, Jennifer

Instructor Permission Required: No

CHEM 316 Advanced Topics in Inorganic Chemistry

A study of selected advanced topics in inorganic chemistry. Topics may include bioinorganic chemistry, inorganic materials science, and inorganic reaction mechanisms. Critical reading of the current literature, and applications of inorganic research, are emphasized. Prerequisite(s): CHEM 215. Enrollment limited to 19. [S] G. Laurita.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Laurita, Geneva

Instructor Permission Required: No

CHEM 320 Mechanisms of Memory

This course engages students in ideas from the fields of neuroscience, chemistry, biology, and psychology to understand on a chemical level how memory is stored and recalled in the human brain. Using seminal experiments as a foundation, students differentiate between “learning” and “memory” and connect model systems from the molecule all the way to behavior. Multimodal assignments explore the broad scope of experimental design and the cutting-edge subtleties of what it means to store and access information in the brain. Prerequisite(s): BIO 202 and CHEM 217.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 320

Instructor: Kennedy, Andrew

Instructor Permission Required: No

CHEM 321 Biological Chemistry I/Lab

An introduction to biologically important molecules and macromolecular assemblies. Topics discussed include the structure and chemistry of proteins; the mechanisms and kinetics of enzyme-catalyzed reactions; and the structure, chemistry, and functions of carbohydrates, lipids, nucleic acids, and biological membranes. Laboratory: three hours per week. Prerequisite(s): CHEM 218. Recommended background: Bio 242, or BIO 202 and 204, and CHEM 217.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Glen; O'Loughlin, Colleen; Schlax, Paula

Instructor Permission Required: No

CHEM 322 Biological Chemistry II/Lab

A survey of the major metabolic processes in living cells. Topics discussed include protein synthesis, DNA replication and gene expression, the global organization of metabolic pathways, carbohydrate and fatty acid metabolism, biological oxidation, reduction and energy production, and the metabolism of nitrogen-containing compounds. Special attention is given to the mechanisms by which metabolic processes are regulated. Laboratory: three hours per week. Prerequisite(s): CHEM 321.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Glen; O'Loughlin, Colleen

Instructor Permission Required: No

CHEM 325 Advanced Organic Chemistry

A study of important organic reactions with emphasis on structure, stereochemistry, mechanism, and synthesis. Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kennedy, Andrew; Koviach-Cote, Jennifer

Instructor Permission Required: No

CHEM 337 Natural Products and Secondary Metabolites as Drugs

Over a third of all FDA-approved drugs originated as natural products originally made by mammals, plants, and microbes. As sequencing technologies have improved our ability to peer into genomes, there is a renewed hope that this genomic revolution will drive an expansion of drug-like natural products. In this course, students explore the biochemical pathways for the production of secondary metabolites, relate their synthesis to primary metabolism, and explore the clinical trial process. They discuss natural product biochemistry, assay development, clinical trial planning, patient recruitment, and how natural products have shaped human history. Recommended background: BIO 242, BIO 202 and 204, or CHEM 321.

Prerequisite(s): CHEM 218.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: O'Loughlin, Colleen

Instructor Permission Required: No

CHEM 339 Origin(s) of Life

This course is an interdisciplinary survey of the conditions and environments that may have led to the origin(s) of life. Studying the origin of life involves research across physics, astronomy, geology, chemistry and biology but with a major lens of chemistry. Did life begin only once? What makes a planet habitable? How do we go from molecules to cells? Beginning with the formation of planets and stars, progressing to "Earth history", then trying to define what "life" is, we will assess the current theories for how life started with a chemical lens. We will also discuss how scientists are currently searching for it elsewhere. In addition to learning about the theories surrounding the origin(s) of life and the science involved in solving this difficult question, we will focus on developing a scientific mindset through the primary literature, and the course culminates in the scientific process of proposing experiments to address open questions in the field. Prerequisite(s): CHEM 217.

Modes of Inquiry: [AC], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 339

Instructor: Pazienza, Lydia

Instructor Permission Required: No

CHEM 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 457 Senior Research and Seminar

A laboratory or library research study in an area of interest under the supervision of a member of the department. Each senior major delivers one presentation on the research for each thesis credit. Students register for CHEM 457 in the fall semester. Majors writing an honors thesis register for both CHEM 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM 458 Senior Research and Seminar

A laboratory or library research study in an area of interest under the supervision of a member of the department. Each senior major delivers one presentation on the research for each thesis credit. Students register for CHEM 458 in the winter semester. Majors writing an honors thesis register for both CHEM 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM S13 Tick Borne Diseases

Lyme disease, anaplasmosis, Rocky Mountain spotted fever, Powassan disease, relapsing fevers, tularemia, and cattle fever are some of the illnesses that humans, pets, and/or livestock may acquire from a tick bite. Ticks serve as vectors for a variety of microorganisms and viruses that cause these illnesses. This course introduces principles from microbiology, virology, epidemiology, and drug and vaccine discovery that are important in understanding the roles of these pathogens in public health and in history. The effects of climate change on the distribution of ticks are explored.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schlax, Paula

Instructor Permission Required: No

CHEM S14 Science, Public Health, and Humanistic Inquiry: Travel, Medicine and the COVID-19 Pandemic in Chile

This course explores the intersection of natural scientific and humanistic inquiries in the context of Chile's public health system and its response to the COVID-19 pandemic. The state of biomedical science in Latin America is approached through the lens of travel as both a practice and metaphor for understanding encounters with other societies as a peril of infection and contagion. How scientific problem-solving produced anti-virus transmission protocols and vaccines and how interactions between travelers and host societies during a global pandemic expose conflicts of socioeconomic interests and human welfare provide the context and foundation for on-site examinations of the public health response and self-reflection in Chile. Students engage with local biomedical and public health researchers, healthcare providers, and cultural practitioners, and visit relevant cultural and historical sites to understand how scientific and humanistic modes of inquiry work in tandem. Recommended background: One course in chemistry or biology; one course in Hispanic studies or Latin American and Latinx studies.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HISP S14

Instructor: Lawson, Glen; George, David

Instructor Permission Required: Yes

CHEM S27 Visualizing Science

Presenting data obtained from physical measurements in a way that clearly conveys meaning is a critical part of many scientific endeavors. This is typically done visually, through images and graphs, but acoustic or tactile depictions may be more effective in some contexts, or better serve some participants in the process. This course explores well-established, as well as more novel, approaches to making physical measurements and communicating features of interest. Prerequisite: at least one semester of a college science course, preferably with a hands-on component (lab section, or lab aspect to lectures).

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cote, Matt

Instructor Permission Required: No

CHEM S28 Chemistry and the Arts

In this course we will explore the connection between chemistry and various topics in the arts and arts-related fields. This course will involve learning about the chemistry behind these topics, exploring the literature behind various artistic practices, and applying hands-on techniques in the laboratory involved in various art processes. This class may involve interaction with scholars who will help introduce new techniques and topics. Example topics covered in this course are the origin of color in pigments and dyes and their identification in pieces of art; the chemistry of ceramics and glazes; the development of polymers,

resins, alloys, and composites for sculptures and jewelry-making; the chemical processes behind print-making; authentication, preservation, and restoration of works of art through chemical methods.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Laurita, Geneva

Instructor Permission Required: No

CHEM S42 Chemical Synthesis and Reactivity/Lab

Multi-step synthesis, reactivity, and characterization of complex inorganic and organic molecules. Working independently, students carry out week-long experiments designed to introduce important techniques in modern organic and inorganic chemistry. Concepts covered include stereoselective reactions, air sensitive syntheses, and purification techniques. In addition, students gain hands-on experience with a wide variety of instrumentation used for compound characterization. Emphasis is placed on proper techniques in laboratory work, safety, waste handling, and communicating experimental approaches and results. Prerequisite(s): CHEM 218.

Modes of Inquiry: [CP], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CHEM S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Classical and Medieval Studies

Professors Baker (Religious Studies), Maurizio (Classical and Medieval Studies, chair), and O'Higgins (Classical and Medieval Studies); Assistant Professors Boomer (Art and Visual Culture), Brent (Classical and Medieval Studies), Lynch (Classical and Medieval Studies) and Tizzoni (Classical and Medieval Studies); Senior Lecturer Walker (Classical and Medieval Studies)

The Program in Classical and Medieval Studies combines a uniquely interdisciplinary study of cultural history with an emphasis on empowering students to read and assess texts in the relevant ancient languages.

The Bates program is distinctive in its scope, linking the study of classical antiquity with that of the Middle Ages. This broad chronology, coupled with a broad geographical and cultural range, encourages students in the program to examine the long track of history – to see how humans act and react with each other, with their environments, and with their pasts—and futures. Learning the languages of these ancient and medieval peoples is central to this inquiry, so students can engage more directly and authoritatively with primary sources. Grounded in these language skills, students in the program examine the past through a range of different lenses: art, architecture, drama, literature, philosophy, religion, and social and cultural history.

The program centers historical questions about power, oppression, and the constructed nature of culture, identity, and the past itself. As such, the program embraces the global context of ancient and medieval Mediterranean cultures, from northern Europe and Scandinavia to Central Asia, and from North and West Africa to the Indian Ocean. Many diverse cultures constituted ancient "Greece" and "Rome," including North Africa and the Near East as well as Crete and Sicily. The program's definitions of the medieval period encompass the diverse cultures and societies of Africa, Europe, and West and Central Asia, including the civilization of Islam, the Byzantines, and the Latin and vernacular cultures of Western Europe, from the Visigoths and Vikings to Middle English poets and the builders of the great Gothic cathedrals, while considering throughout those who lived within these societies as minorities.

Students are encouraged to study abroad in selected programs in order to engage more directly with the material aspects of these diverse cultures. Courses taken in college-approved study abroad programs may be used in partial fulfillment of the major in classical and medieval studies. Students seeking to receive classical and medieval studies major credit for summer courses in ancient languages (ancient Greek or Latin) should obtain permission from the classical and medieval studies program committee before undertaking the course of study.

Generally speaking, the Bates classical and medieval studies program does not grant credit for online courses, including online language classes, to fulfill its requirements. If a student wishes to seek an exception to this rule, they should consult the program chair and gain the approval of the program committee before enrolling in such a course.

More information is available on the [Classical and Medieval Studies program website](#).

Major Requirements

Within the major students may elect to concentrate in either classical studies or medieval studies. The major requires twelve courses, and may include a Short Term course.

1. Introduction

Complete at least two courses from the following:

- CMS101 - Introduction to the Ancient World
- CMS102 - Medieval Worlds
- CMS104 - Introduction to Medieval English Literature
- CMS108 - Roman Civilization: The Republic
- CMS109 - Roman Civilization: The Empire
- CMS112 - Ancient Greek History
- CMS238 - Jews and Judaism in Antiquity
- CMS251 - The Age of the Cathedrals
- CMS252 - Art of the Middle Ages

2. Language

Complete at least one of the following:

- Any four Latin courses
- Any four Ancient Greek courses

3. Additional Courses

Complete five courses from the following:

- Any Classical and Medieval Studies Course
- FYS 191 Love and Friendship in the Classical World
- FYS 345 Classical Myths and Contemporary Art
- FYS 518 Ancient Magic and its Practitioners
- Additional courses in Ancient Greek and Latin beyond the four required courses may be counted towards these five.

4. Senior Thesis

Complete at least one course from the following:

- CMS 457 Senior Thesis
- CMS 458 Senior Thesis

Typically, majors complete a one-semester thesis. Thesis advisors are chosen by the chair of the program in consultation with students, according to the topic of the thesis. Additional information is available on the [Classical and Medieval Studies website](#).

Courses Taken Outside of Bates

Students are encouraged to study abroad in selected programs in order to engage more directly with the material aspects of these diverse cultures. Courses taken in college-approved study abroad programs may be used in partial fulfillment of the major in classical and medieval studies. Students seeking to receive classical and medieval studies major credit for summer courses in ancient languages (ancient Greek or Latin) should

obtain permission from the classical and medieval studies program committee before undertaking the course of study. Advanced Placement examination scores of four or five in Latin may be used toward the college's graduation requirements and may be used to help place students in Latin courses, but may not count toward the major, minor, nor General Education Concentration requirements. Generally speaking, the Bates classical and medieval studies program does not grant credit for online courses, including online language classes, to fulfill its requirements. If a student wishes to seek an exception to this rule, they should consult the program chair and gain the approval of the program committee before enrolling in such a course.

Short Term Courses

The major may include a Short Term courses.

Pass/Fail Policy

Pass/Fail grading may not be elected for the ancient language courses required for the major.

Ancient Greek Minor Requirements

The study of ancient Greek and Latin language is an important component of the major in classical and medieval studies. Ancient languages are the royal road to a complicated and vital past which, for better or worse, still haunts our present. In addition, the study of ancient Greek and Latin language has practical and professional benefits. Graduate programs in English and modern languages, for example, frequently require reading knowledge of either ancient Greek or Latin, and professional programs in law and medicine often favor applicants who have studied an ancient language. Studying either ancient Greek or Latin not only offers insight into English vocabulary but also leads to understanding how languages work and hence to improving one's own writing skills and logical thinking.

First-year students with backgrounds in ancient Greek and Latin should consult with faculty on arrival on campus to determine their course level for enrollment. Courses at the 200 and 300 levels have been created for second-, third-, and fourth-year students. Students who have had only one year of college-level ancient Greek or Latin at Bates or the equivalent at another institution should register for the 200-level course. All other students should register for the 300-level course. During some semesters, second-year students may meet separately from upper-division students. In other semesters, students meet collectively for two of three classes per week and divide into smaller groups to accommodate their individual needs. All courses focus on improving language skills (developing vocabulary, increasing reading comprehension, and learning meter if appropriate) as well as exploring the historical context of the author(s) studied.

A minor in ancient Greek requires a minimum of six courses in ancient Greek and one course in translation from among the following:

- CM/HI 100. Introduction to the Ancient World.
- CM/HI 102. Medieval Worlds.
- CM/HI 108. Roman Civilization: The Republic.
- CM/HI 112. Ancient Greek History.
- AV/CM 251. The Age of the Cathedrals.
- AV/CM 252. Art of the Middle Ages.

Courses Taken Outside of Bates

A student may petition to have up to three comparable courses, completed at institutions either in the United States or abroad, apply toward the minor. These may include one course in translation as well as language courses. Majors in classical and medieval studies may pursue a minor only in the ancient language not used to fulfill their major requirements. Advanced Placement courses may not be applied toward the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Latin Minor Requirements

The study of ancient Greek and Latin language is an important component of the major in classical and medieval studies. Ancient languages are the royal road to a complicated and vital past which, for better or worse, still haunts our present. In addition, the study of ancient Greek and Latin language has practical and professional benefits. Graduate programs in English and modern languages, for example, frequently require reading knowledge of either ancient Greek or Latin, and professional programs in law and medicine often favor applicants who have studied an ancient language. Studying either ancient Greek or Latin not only offers insight into English vocabulary but also leads to understanding how languages work and hence to improving one's own writing skills and logical thinking.

First-year students with backgrounds in ancient Greek and Latin should consult with faculty on arrival on campus to determine their course level for enrollment. Courses at the 200 and 300 levels have been created for second-, third-, and fourth-year students. Students who have had only one year of college-level ancient Greek or Latin at Bates or the equivalent at another institution should register for the 200-level course. All other students should register for the 300-level course. During some semesters, second-year students may meet separately from upper-division students. In other semesters, students meet collectively for two of three classes per week and divide into smaller groups to accommodate their individual needs. All courses focus on improving language skills (developing vocabulary, increasing reading comprehension, and learning meter if appropriate) as well as exploring the historical context of the author(s) studied.

A minor in Latin requires a minimum of six courses in Latin and one course in translation from among the following:

- CM/HI 100. Introduction to the Ancient World.
- CM/HI 102. Medieval Worlds.
- CM/HI 108. Roman Civilization: The Republic.
- CM/HI 112. Ancient Greek History.
- AV/CM 251. The Age of the Cathedrals.
- AV/CM 252. Art of the Middle Ages.

Courses Taken Outside of Bates

A student may petition to have up to three comparable courses, completed at institutions either in the United States or abroad, apply toward the minor. These may include one course in translation as well as

language courses. Majors in classical and medieval studies may pursue a minor only in the ancient language not used to fulfill their major requirements. Advanced Placement courses may not be applied toward the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Course Offerings

CMS 101 Introduction to the Ancient World

A study of the ancient civilizations of Greece and Rome, this course is the introduction to European history in the Department of History and is a fundamental course in the Program in Classical and Medieval Studies. It addresses themes and events extending from the eighth century B.C.E. until the second century C.E. Students consider the disciplines that comprise study of classical antiquity, engage with primary texts (literary, graphic, and epigraphical), and learn how ancient history has come to be written as it has been.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 101

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

CMS 102 Medieval Worlds

Far from being an "enormous hiccup" in human progress, the medieval centuries (ca. 350-1350) marked the full emergence of Islamic, Byzantine, and West European civilizations. These powerful medieval cultures shape our present. The central theme of this introductory survey course is the genesis and development of a distinct Western European medieval civilization including its social, economic, political, and cultural aspects. Important topics include the devolution of the Roman Empire; the Christianization of the West; the origins of the Byzantine world; the rise of Islam; and the history of medieval women.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034, C048, C051, C057, C064

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 102

Instructor: Tizzoni, Mark; Tizzoni, Mark

Instructor Permission Required: No

CMS 104 Introduction to Medieval English Literature

This course offers an introductory survey of the literature produced in England between 800 and 1485, from Anglo-Saxon poetry through the advent of print. Major texts include pre-Conquest poetry and prose (such as Beowulf and the Anglo-Saxon Chronicle), early Middle English romance, post-Conquest lyric and narrative verse (including Chaucer), the fourteenth-century alliterative revival, Arthurian romance, drama, chronicles, and personal letters. Designed for nonmajors and prospective majors, the entry-level course provides a foundation in critical thinking about literary history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): ENG 104
Instructor: Wright, Myra
Instructor Permission Required: No

CMS 107 Race Reception and the Modern Creation of the Ancient and Medieval Past

This course is designed to introduce students to the ways in which the study of the classical and medieval worlds has been constructed alongside, and as an integral part of, modern systems of colonialism, racism and white supremacy. It aims, likewise, to introduce students to the ways in which the distant past, so constructed, continues to inform the contemporary world, both as a locus of oppression and of resistance. The course will, therefore, present students with the tools necessary to understand and critique these fields of study, as well as help them to more critically view the way they understand the past and the present.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): HIST 107
Instructor: Gillies, Grace
Instructor Permission Required: No

CMS 108 Roman Civilization: The Republic

In this course students explore the civilization and history of ancient Rome from the foundation of the Republic around 510 B.C.E. until its collapse in civil war and its transformation into a monarchy under Julius Caesar and his nephew, Octavian. Each week the class convenes for lectures devoted to the political, social, and cultural history of the Republic. In addition, students meet once a week to discuss in detail primary sources for the period.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C048, C054, C057
Department/Program Attribute(s): (History: European)(History: Premodern)
Class Restriction: None
Cross-listed Course(s): HIST 108
Instructor: TBA, Staff
Instructor Permission Required: No

CMS 109 Roman Civilization: The Empire

In this course students examine the civilization and history of ancient Rome from the Principate, the monarchy established by Octavian in 27 B.C.E., until the end of Justinian's dynasty at the beginning of the seventh century of the Common Era. Each week the class convenes for lectures devoted to the political, social, and cultural history of the Empire. In addition, students meet once a week to discuss in detail primary sources for the period. Recommended background: CM/HI 108.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C048, C054, C057, C059
Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None
Cross-listed Course(s): HIST 109
Instructor: TBA, Staff
Instructor Permission Required: No

CMS 112 Ancient Greek History

This course examines Greece from the Bronze Age to Alexander. It focuses on the geographical breadth and temporal extent of "Ancient Greece," and how that considerable space and time were negotiated and understood by the Greeks themselves. In such a far-flung world, extending from Sicily to Ionia, from the Black Sea to North Africa, Greeks experienced "Hellenicity" through sea lanes and land routes, and by means of a network of religious festivals and athletic meets, coordinated among multiple civic calendars. Topics include political structures, philosophies, literature, and modes of warfare.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C048, C054, C077
Department/Program Attribute(s): (History: European)(History: Premodern)
Class Restriction: None
Cross-listed Course(s): HIST 112
Instructor: O'Higgins, Laurie
Instructor Permission Required: No

CMEN 121D The Many Lives of King Arthur

King Arthur is called the "once and future king," but this malleable, mythic figure in some sense always lives in the present time. Approaching Arthur as an idea as much as a man, students analyze the ways in which the Arthur story has been adapted for different literary, social, and political purposes according to the needs and desires of its changing audience. They explore the features of the Arthurian legend which make it universally compelling, including feudal loyalty and kinship, women and marriage, questing and adventure, magic and monsters, violence and warfare, and consider the fierce debate over Arthur's historical and mythical origins.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C051, C064
Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Federico, Sylvia
Instructor Permission Required: No

CMGS 204 Classics and the History of Sexuality

This course investigates how the language and culture of ancient Greece and Rome has shaped many of our contemporary ideas on sexuality in the United States. Students explore the role of Greco-Roman material in discourses of sexual identity, freedom, and oppression from the first scientific studies of sexual behavior in the late nineteenth century to notions of sex, gender, and sexuality in the modern day. Throughout the course, students analyze texts from both ancient and modern contexts to see how classical culture has acted as an explanatory force in the fields of medicine, psychology, law, and politics. Students also explore how

marginalized groups, especially LGBTQI peoples, have used Greco-Roman antiquity as a means both for forming community and for arguing their equal rights.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C027, C054, C055, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

CMS 206 Trans/Atlantic Chaucer: Colonizing Identities in the Middle Ages

Reading and interpretation of Chaucer's major works, including *The Canterbury Tales*. Students interrogate the many ways Chaucer's texts challenge assumptions of fixity, including definitions of gender, race, class, territory, and time. All works are read in Middle English.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): ENG 206

Instructor: Federico, Sylvia

Instructor Permission Required: No

CMS 215 Death and Burial in Ancient Rome

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals, alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 215, HIST 215

Instructor: TBA, Staff

Instructor Permission Required: No

CMS 216 Conflict and Community in Medieval Spain

Medieval Spain was a crossroads where the civilizations of Islam, Christianity, and Judaism met, mingled, and fought. Diverse and dynamic societies emerged, and from this climate of both tension and cooperation came a cultural and intellectual flowering that remains a hallmark of human achievement. Using a wide

range of primary sources, this course focuses particularly on two key concepts in Spanish history: the Reconquista and the Convivencia. To examine these, students investigate the nature of conflict in medieval Spain and the ways in which those who lived there constructed and understood their communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 216, REL 223

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMGS 217 Sex and Gender in Ancient Rome

This course investigates Roman categories of gender and sex through ancient and modern theories of gender and sexuality, especially Michel Foucault's controversial thesis on ancient sexuality. Students examine ancient philosophy, rhetoric, poetry, graffiti, novels, and visual culture to discuss the lived experiences of Roman people, whether gladiators, senators, sex workers, or matrons. Special attention is paid to the diversity of experiences recorded outside of canonical texts, and the influence of foreign cultures on Roman thought and practices. Recommended background: CM/HI 101, 108, or 109.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C054

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CMS 218 Greek and Roman Myths

Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 218

Instructor: Maurizio, Lisa

Instructor Permission Required: No

CMS 220 The Medieval Year

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and

how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 220, REL 220

Instructor: Lynch, Sarah

Instructor Permission Required: No

AVCM 222 Seeing Gods in Ancient Greek Art, Architecture, and Myths

Ancient gods and goddesses were everywhere in ancient Greece: they were painted on cups and plates; they stood tall on altars in sanctuaries and on the streets. Not surprisingly, the ancient Greeks reported talking to, smelling, and hearing divine beings of all sorts. This course explores how the Greeks depicted their gods and goddesses on vases, temples, and sculptures, and how such depictions relate to written reports of divine encounters. It provides an introduction to archaic and classical Greek art, the organization of religious sanctuaries, and myths about gods who were believed to meet with human beings. Recommended background: CM/RE 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

CMS 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 225, REL 225

Instructor: Maurizio, Lisa

Instructor Permission Required: No

CMS 235 Introduction to the Hebrew Bible

What is the Hebrew Bible (Christianity's Old Testament and Judaism's Tanakh)? This course centers perspectives of BIPOC biblical scholars who employ a range of scholarly tools and methods for exploring the content and genres of major books of the Hebrew Bible - including Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Samuel, and Kings-with brief forays into selected Prophets and Wisdom literature. Topics include theories about the composition and sociopolitical contexts of the writings, the events and ideas they narrate, and the use of scripture in sustaining and contesting modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 235

Instructor: Baker, Cynthia

Instructor Permission Required: No

CMRE 236 Introduction to the New Testament

Readings in the New Testament and related early Jewish and Christian literature. Topics include first-century Jews and Judaism; Jesus' life, death, and teaching in the context of the Roman Mediterranean; the shaping of Jesus traditions in the early Church; the diversity of ideas about salvation; and women in the Jesus movement and the early Church. Attention is given, throughout the course, to ways in which the New Testament has been used to sustain and contest modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

CMS 241 The Art of Islam

Art of the Islamic world from its roots in the ancient Near East to the flowering of Safavid Persia and Mughal India in the sixteenth, seventeenth, and eighteenth centuries. Developments are traced through architecture, painting, ceramics, textiles, and metalwork. Consideration is given to the continuity of the Near Eastern artistic tradition and Islamic art in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C055, C057, C090

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Premodern)

Class Restriction: None
Cross-listed Course(s): AVC 241
Instructor: Woodward, Beth
Instructor Permission Required: No

AVCM 250 Vikings, Vandals, and Visigoths: Art in Early Medieval Europe

This course surveys works of art and architecture produced from ca. 500 to 1100 C.E. and explores significant visual and cultural developments of the early medieval period. Beginning with the dissolution of the Western Roman Empire, students focus on emigration of Germanic tribes into Roman territories and the subsequent periods of Christianization, conflict, and exchange. Attention is paid to the ways medieval art has been used and misused in the modern era: the rise of race studies and "culture history" in the nineteenth century, the Nazis' use of archaeology as "evidence" for Germany's Aryan past, and the deployment of medieval symbols by contemporary White Supremacists.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C051, C055, C057, C064
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Woodward, Beth
Instructor Permission Required: No

CMS 251 The Age of the Cathedrals

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C001, C035, C048, C051, C057
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): AVC 251, REL 253
Instructor: Boomer, Megan
Instructor Permission Required: No

CMS 252 Art of the Middle Ages

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C001, C048, C051, C055, C057, C083
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None
Cross-listed Course(s): AVC 252, REL 252
Instructor: Boomer, Megan
Instructor Permission Required: No

CMS 254 Sacred Travel/Shrines/Souvenir

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AVC 254, REL 254
Instructor: Boomer, Megan
Instructor Permission Required: No

CMS 265 Florence to Bruges: The Early Renaissance in Europe

This course investigates the art and architecture of Northern and Southern Europe between 1250 and 1450. Students analyze the impact of theology, liturgy, social change, urbanism, gender, and social class on visual culture. Artists considered include Cimabue, Duccio, Giotto, Fra Angelico, Donatello, Brunelleschi, Jan van Eyck, and Rogier van der Weyden.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C035, C048, C051, C057
Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)
Class Restriction: None
Cross-listed Course(s): AVC 265
Instructor: Woodward, Beth
Instructor Permission Required: No

CMS 266 Magic and the Supernatural in the Middle Ages

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 266, REL 266

Instructor: Lynch, Sarah

Instructor Permission Required: No

CMS 271 Ancient Philosophy

What's the best way to live? For pleasure or for virtue? For oneself or for others? By the conventions of one's time or by some timeless truths? The fascination the ancient Greeks had with these questions was inextricably linked with others: What is the nature of the universe in which we live? What is the status of our knowledge of this universe? How can we understand the processes of change we see everywhere, including in ourselves? And what is the nature of philosophy itself? The course begins with the person who most famously asked these questions, Socrates, and on the writings in which he is most vividly portrayed, the dialogues of his student Plato. Students continue to pursue these questions through the writings of Aristotle as well as the famous schools of ancient philosophy, the Stoics, the Epicureans, and the Skeptics. No prior familiarity with philosophy is assumed; this is a perfect place to begin one's study of philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031, C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 271

Instructor: Stark, Susan

Instructor Permission Required: No

AVCM 274 Roman Art and Architecture

This course explores the art and architecture of ancient Rome: its phases, influences, variety, and enduring works. How do Roman art and architecture change over time? What does it mean for a work to be Roman? How did the ordinary people of Rome express themselves through art and architecture? How did imperial rulers use art and architecture as forms of propaganda? Recommended background: CM/HI 108 or 109.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gillies, Grace

Instructor Permission Required: No

CMS 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages

The Horn of Africa represents one of the great crossroads of the world, connecting the Red Sea and Mediterranean worlds with those of the Indian Ocean. In the medieval period, the region flourished, with its history and society shaped by religion, trade, and politics. Christian states of Ethiopia sought both to pursue

an independent expression of their faith and link themselves with the wider Christian world. Muslim states in Somalia sought political definition and economic power in a booming interconnected global community. Community-engaged learning sits at the core of this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 276

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMEN 277 Medieval Literatures of Resistance: Power and Dissent, 1100-1500

This course offers sustained examination of several major sites of cultural power in the Middle Ages—including institutions and traditions such as the Church and the monarchy, Parliament, and civic government, marriage and the household—and considers the oppositional energies of texts that negotiate those sites. Students read historical documents (poems, letters, and chronicles) and analyze the textual tactics that resist or evade the rules set to govern most aspects of medieval public and private life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

CMHI 291 Land of Dichotomies: North Africa in Late Antiquity

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C059

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMS 291 Colonization and Resistance in Late Antique North Africa

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C059

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 291

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMS 292 The Dawn of the Middle Ages

The period of Mediterranean history stretching from ca. 300 to ca. 700 C.E. saw both change and continuity, radical transformation and sociocultural resiliency. Often maligned as the "Dark Ages," this period has attracted a great deal of scholarship, and looms large in the construction of modern national identities. The central question is not only how the ancient world became the medieval, and what that meant, but how and why this understanding has changed over the years, and why it matters. This course examines the period through the analysis of primary sources, key secondary sources, and historiography. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 292, REL 292

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMS 293 Trans-Saharan Africa in the Middle Ages

This course examines the history of the trans-Saharan world in the medieval period, roughly 500-1500 C.E. This vital period saw the formation of powerful indigenous empires in the West African Sahel and the Maghreb, alongside the continuation and transformation of ancient states on the Nile. The course examines key topics such as the spread and adaptation of Islam in Africa; the dynamics of state and society building; the social, cultural, and economic impacts of trade; colonization and resistance; and the role of Africa, and Africans, in the creation of the medieval world. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 293

Instructor: Tizzoni, Mark

Instructor Permission Required: No

CMHI 298 Slavery in Ancient Greece and Rome

This course examines ancient sources for the lived experiences of enslaved people from Greek and Roman societies. Students discuss the historical, political, and economic context for the pan-Mediterranean slave trade, the evolution of the field of the study of enslaved peoples, and the roles enslaved people played within Greek and Roman societies. Working with ancient sources, which may be fragmented, indirect, indifferent, or openly hostile to enslaved people, students search for evidence of how enslaved people lived, thought, and resisted under slavery. Recommended background: CM/HI 101, 108, 109, or 112.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C054

Department/Program Attribute(s): (History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gillies, Grace

Instructor Permission Required: No

CMS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

CMS 373 Art of the Global Middle Ages

This course examines artworks produced by diverse communities in Europe, North Africa, the Middle East, and Western Asia from the period ca. 500-1500 C.E. Through case studies of luxury objects, iconic architecture, monuments, and paintings, students explore the ways that artists, patrons, and viewers within Islamic, Jewish, and Christian traditions articulated spiritual and intellectual values and religious and socioeconomic identities. The course focuses on visual and cultural interactions such as commerce, gift exchange, reinterpretation of visual forms, and reuse of significant objects and spaces. Attention is given to

scholarly debates on the concept of a "global" Middle Ages and popular (mis)conceptions about the medieval era. Recommended background: at least one course in art history, premodern history, or religious studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 373

Instructor: Woodward, Beth

Instructor Permission Required: No

CMS 395E Medieval Romance

Romance was the most popular literary genre of the later Middle Ages. Originating in France in the twelfth century, this highly adaptable form quickly became an international phenomenon, with numerous examples found across Europe and the British Isles. Many romances tell tales of amorous exploits, exotic travels, and quests for knowledge; the celebration of chivalric ideals is a central theme. But many of these tales seem to question and sometimes undermine the very ideals they otherwise espouse: courtly love mingles with sexual adventurism, for instance, and loyalty to one's lord often results in alienation or death. Students read a selection of romances from France and Britain (all texts are in modern English translation or manageable Middle English) with an eye toward how they variously articulate and deconstruct the notion of chivalry. Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051, C055

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENG 395E

Instructor: Federico, Sylvia

Instructor Permission Required: No

CMS 457 Senior Thesis

Required of all majors, the thesis involves research and writing of an extended essay in classical and medieval studies, following the established practices of the field, under the guidance of a supervisor in the classical and medieval studies program. Students register for CMS 457 in the fall semester and for CMS 458 in the winter semester. Majors writing an honors thesis register for both CMS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

CMS 458 Senior Thesis

Required of all majors, the thesis involves research and writing of an extended essay in classical and medieval studies, following the established practices of the field, under the guidance of a supervisor in the classical and medieval studies program. Students register for CMS 458 in the winter semester. Majors writing an honors thesis register for both CMS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

CMS S17 Readings in the Odyssey of Homer

The Odyssey has proved an inspiring and inexhaustible text over the centuries. This course explores the poem in detail, examining its cultural and literary context and considering modern approaches to this most enigmatic text. The course is taught in English, but students who have completed one or more years of ancient Greek are encouraged to read sections in Greek, and learn how to "perform" the poetry.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

CMGS S20 Female Violence in Greek Tragedy and Beyond

Women kill in Greek tragedy, and mostly they kill children. This course examines why, by exploring two tragedies by Euripides-Medea and Hecuba-in which the titular heroine, a non-Greek woman, kills young boys. Students read about infanticide, motherhood, enslavement, orphans, and immigration in ancient Greece in order to understand the historical context of these plays. Students also read comparative material in historical studies, anthropological studies, literary studies, gender and sexuality studies, and psychoanalytic literature in order to address Medea's and Hecuba's actions.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

CMS S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S21, ENVR S21

Instructor: Hughes, Jen

Instructor Permission Required: No

CMS S22 Hell and Damnation: Imaging the Afterlife

This course examines works of art produced in Europe from ca. 500 to 1500 C.E. and considers the ways in which the visual arts responded to and helped to shape premodern conceptions of death and the afterlife. How did medieval thinkers and artists envision Heaven, Hell, the Apocalypse, and the Last Judgment? How did visual representations of damnation and salvation change during the medieval period? Students analyze a variety of media (sculpture, paintings, mosaics, tapestries, stained glass, illuminated manuscripts, etc.) in order to gain a deeper understanding of the important and complex roles that concepts of judgment, damnation, and salvation played in the daily lives and visual environments of medieval Christians.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C051

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: None

Cross-listed Course(s): AVC S22

Instructor: Woodward, Beth

Instructor Permission Required: No

CMS S24 From Sagas to Memes: Anthropology of Vikings in the Digital Age

This course uses an anthropological and intersectional lens to unpack the concept of "the Viking" in history, literature, archaeology, politics, video games, television and film, social media and contemporary popular culture. We examine Icelandic sagas, Marvel Studio's Thor franchise, the role of "Viking Bankers" in the 2008 global financial crisis, the Charlottesville Rally, the rise of online neopagan extremism, and the 2021 White House insurrection. We unpack the social and political consequences of representing Norse peoples of "the Viking age" and learn about Norse cultures in and beyond the North Atlantic. We trace the rise of online communities, digital medievalism, and the role of social media and meme culture in representations

of “Vikings.” Students explore interdisciplinary scholarship and activism that confronts racist, sexist, ableist, and anti-indigenous images of the Viking age and work together to create multimedia projects.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Thompson, Anne

Instructor Permission Required: No

CMS S26 Textile Towns: Medieval Tuscany and Modern Lewiston

Settlements throughout history have been described as “textile centers” to indicate that their economies and environments were shaped by the production of cloth. Museum collections tend to frame textiles as luxury products that circulated within elite global networks. In this course, we will use the contrasting case of the Maine MILL to explore how medieval Italian cities like Florence, Lucca, and Prato were defined by the people who produced and profited from silk and wool, the networks of materials that went into the woven bolts, and the spaces and conditions of labor.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC S24

Instructor: Boomer, Megan

Instructor Permission Required: No

CMS S37 The Middle Ages through Film and Television

Most people’s first encounters with the “Middle Ages” are through fictional films & television programs. The purpose of this course is to help us explore the common themes & tropes utilized in popular media that construct a particular image of the period. In particular, this course will challenge the veracity of these constructs & consider how the presentation of the past feeds into racist, colonialist, & white-supremacist/nationalist ideas of the Middle Ages. The course will focus on popular film & television that was/is widely consumed. We will also move away from “Hollywood” depictions of the period to examine the Middle Ages in Middle Eastern & Asian cinema. Prior coursework on medieval topics (history, literature, religion etc.) is recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): HIST S37

Instructor: Lynch, Sarah

Instructor Permission Required: No

CMS S51B Studying the Field: Race, Reception, and the Modern Creation of the Ancient and Medieval Past

Through direct participation and research, students in this curricular innovation course play a foundational role in designing a new semester-length course in classical and medieval studies centered on building an antiracist, anticolonial understanding of the field. The course under development aims to introduce students to the ways in which the study of the classical and medieval worlds was constructed alongside, and as an integral part of, modern systems of colonialism, racism, and white supremacy. It aims, likewise, to provide students with the tools necessary to understand, critique, and improve these fields of study. Please note: This course has an extra cost of \$185.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gillies, Grace; Tizzoni, Mark

Instructor Permission Required: Yes

GRK 101 Elementary Ancient Greek I

The objective of the course, the first half of a yearlong sequence, is to begin a study of ancient Greek as a foundation for upper-level reading courses. It covers the basics of grammar, syntax, and vocabulary building. Students learn to read Greek sentences and passages and to translate from English into Greek. During the early stage much learning by rote of forms and rules is necessary, but students find that Greek is a structured and beautiful language, and the pleasure of reading "in the original" is inestimable.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie; TBA, Staff

Instructor Permission Required: No

GRK 102 Elementary Ancient Greek II

A continuation of GRK 101, and designed to be taken in the same academic year, this course develops the understanding of Greek syntax. By the end of the year students are competent to read extended passages of classical Greek. Prerequisite(s): GRK 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

GRK 201 Ancient Greeks and Barbarians: Racing the Other

The Greeks were united by the belief that they were unique and distinct from their Mediterranean neighbors. We study how the Greeks defined themselves in relationship to those they encountered, respected and fought against, such as Egyptians, Ethiopians, Scythians and Persians. Readings may include Herodotus' Histories, Aeschylus' Persians and Suppliants, the Alexiad of Anna Comena, etc. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 202 Classical Poetry

We read selections from Homer's Odyssey or Iliad, and ancient receptions such as Plato's Ion, the Battle of Mice and Frogs or Plutarch's Gryllus. We conclude by considering one contemporary reception such as David Malouf's Ransom, Pat Barker's Silence of the Girls, or Madeline Miller's Circe. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 203 Violence, Gender, and the Social Contract in Ancient Greece

We explore the causes and consequences of violence among men and male gods, between men and women, and between parents and children. Readings may include Hesiod's Theogony, Homeric Hymns, Attic orations, Aeschylus' Prometheus Bound, Euripides' Heracles Raging, or his Medea, etc. Prerequisite: Students should have a working knowledge of ancient Greek and should select either the intermediate 203 or advanced 303, depending on their skills.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 204 Love and Sexuality in Ancient Greece

The Greeks celebrated and were wary of the power of love and sexuality. We study how they represented relationships between men and women, solely among men, and solely among women. Readings may include authors such as Sappho and the other lyric poets, Euripides' Hippias, Plato's Symposium, Lysias' On the Murder of Eratosthenes, Longus' Daphne and Chloe etc. Recommended Background: Students should have completed GRK 101 and 102 or their equivalent.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 301 Ancient Greeks and Barbarians: Racing the Other

This course covers the same material as GRK 201 but is designed for students who have completed two or more years of college-level Greek. May be repeated for credit with permission of the instructor.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 302 Homer's Poetry: Then and Now

This course covers the same material as GRK 202 but is designed for students who have completed two or more years of college-level Greek. May be repeated for credit with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 303 Prose about Archaic Greece: Advanced

This course covers the same material as GRK 203 but is designed for students who have completed two or more years of college-level Greek. May be repeated with permission of the instructor.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 304 Poetry from Archaic Greece: Advanced

This course covers the same material as GRK 204 but is designed for students who have completed two or more years of college-level Greek. May be repeated for credit with permission of the instructor.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C020

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GRK 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 101 Elementary Latin I

A humanistic introduction to classical Latin vocabulary, forms, and syntax, with special emphasis on reading the actual words of ancient authors. Relations to English grammar and etymology are stressed. The course concentrates on Latin-English translation, with some English-Latin composition. Latin 101 is not open to students with two or more years of Latin in secondary school.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff
Instructor Permission Required: No

LATN 102 Elementary Latin II

A continuation of LATN 101.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C010
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

LATN 201 Constructing Gender and Imperialism in Rome

Imperial power in the Roman Empire, and after, was rooted in patriarchy and worked by defining and perpetuating acceptable identities for men and women. With an emphasis on the treatment of women and the operation of power, we study how gender was imagined and constructed in readings such as Vergil's Aeneid, Livy's Histories, the so-called Laudatio Turiae, Roman love poetry, the Passion of Perpetua and Felicity, and the Anthologia Latina. Prerequisite: Students should have a working knowledge of Latin and should select either the intermediate 201 or advanced 301, depending on their skills.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C010
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

LATN 202 Everyday Life in the Roman and Medieval Worlds

While the traditional Latin literary canon centers on elite perspectives and literary genres, many texts were dedicated to everyday concerns. By reading Roman and post-Roman sources critically we construct an image of the everyday lives of people across a range of social classes in the ancient and medieval worlds. Readings may include texts by authors such as Cicero, Columella, Pliny the Younger and Elder, alongside funerary inscriptions, tenancy agreements, and legal texts. Prerequisite: Students should have a working knowledge of Latin and should select either the intermediate 202 or advanced 203, depending on their skills.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C010
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

LATN 203 Humor, Satire, and Power

In the past as in the present, humor is a powerful tool. We study how Latin authors used humor to celebrate, uphold, criticize, and/or undermine the social order. Readings may include authors such as Plautus, Terence, Seneca, Suetonius, Petronius, Juvenal, Luxorius, Hrotswitha, and Walter Map. Prerequisite: Students should have a working knowledge of Latin and should select either intermediate 203 or advanced 303, depending on their skills.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 204 Narrating the Past in Latin Literature

Stories about origins—of the universe, of communities, of heroic deeds or personal journeys—narrate the past to justify and explain the present and control the future. We study how Roman and post-Roman authors narrated the past to both make sense of and shape their world. Readings may include texts such as Ovid's *Metamorphoses*, Lucretius' *De Rerum Natura*, Suetonius' *Lives of the Caesars*, Apuleius' *Golden Ass*, Jordanes' *History of the Goths*, or Braulio of Zaragoza's *Life of Aemilian*. Prerequisite: Students should have a working knowledge of Latin and should select either intermediate 204 or advanced 304, depending on their skills.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 301 Prose of the Empire

This course covers the same material as LATN 201 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 302 Everyday Life in the Roman and Medieval Worlds

This course covers the same material as LATN 202 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 303 Republican Prose: Advanced

This course covers the same material as LATN 203 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 304 Narrating the Past in Latin Literature

This course covers the same material as LATN 204 but is designed for students who have completed two or more years of college-level Latin. May be repeated with permission of the instructor.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LATN 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C010

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Digital and Computational Studies

Professor Lawson (Digital and Computational Studies, chair); Associate Professor Diaz Eaton (Digital and Computational Studies); Assistant Professor Shrout (Digital and Computational Studies), and Tamirisa (Music); Visiting Assistant Professor Agbonkhese (Digital and Computational Studies)

Data and computers are transforming virtually every facet of our professional and personal lives. Increasingly, they are the dominant media for how we generate, apply, and share knowledge. The digital and computational studies program is problem-oriented and reflective. By paying attention to the values and motivations underlying the development and use of computers; exploring the consequences of computers and computation for society; and engaging in programming, algorithmic development, and design, students can better understand what goes on beyond the user interface.

The program advances learning and scholarship across multiple disciplines, informed by concepts, methods, and tools of computer science and digital studies. In courses, students analyze the relationships among power, structural inequality, and technology. They recognize computers and data as social constructions and consider the context in which computing is undertaken. They explore the theory, the logic, and limits of coding and computation, and the role of algorithms and heuristics in problem solving. They engage in the assessment, analysis, and visualization of data. They also participate in digital and computation communities, contributing culturally responsive, public-facing digital work and open science. Additionally, they call on values to make decisions that are consistent with digital ethics, decolonizing frameworks, and social good.

Digital and computational studies courses span programming, computational theory, and critical theory. All courses are contextualized in real-world settings and/or partner disciplines. Programming and computational methods courses develop the theory and practice of computer programming, algorithmic thinking, and computational methods. Critical digital studies courses interrogate the social construction and use of programming and computing and apply critical theory to the digital age. Integrated courses explore the interface of programming and computational methods and critical digital studies.

Students completing the minor in digital and computational studies gain experience in:

- 1) creating interdisciplinary bridges between the liberal arts and the digital world,
- 2) collaborating with each other to tackle social justice and community issues using digital and computational skills,
- 3) solving complex problems with a critical lens and computational and algorithmic thinking.

These are shared learning goals across digital and computational studies courses. Students are encouraged to engage in an exploration of breadth through courses tagged in different areas. Students will also have the opportunity to develop depth in particular areas of interest, with elective credits.

More information on the values, goals, and practices of the program can be found on the [Digital and Computational Studies program website](#).

Minor Requirements

The minor consists of six courses, satisfying the following:

1. Courses are listed, or cross-listed as Digital and Computational Studies (DCS or DC), not including DCS 401.
2. With prior approval of the chair, up to two of the six courses may be replaced by another option, such as an internship or a course taken outside of Bates. If an internship is approved, DCS 401 may be included as one of these courses.
3. At least two courses at the 200- or 300-level, or the s20 level or above.
4. Content Areas
Students must take courses from at least two of the following content areas: Critical Digital Studies, Programming and Computer Science Theory, and Digital and Computational Praxis (which includes Computational Modeling and Statistics, Data Analysis, Computational Creativity and Art, and Digital Community Engagement). Courses are tagged with attributes to indicate their engagement with the diverse practices, theories, and applications in digital and computational studies. A course with two attributes may count for each attributes: double-dipping is permitted.
5. At least three courses must be taught by Bates faculty. Internships do not count toward these three courses.

Courses Taken Outside of Bates

At least three courses must be taught by Bates faculty. Internships do not count toward these three courses.

Short Term Courses

Students may include up to two Short Term courses are part of their DCS minor. Each Short Term course counts as one course toward the minor.

Pass/Fail Policy

Pass/Fail grading may be elected for only one course applied toward the minor in DCS.

Other Considerations

The minor is not available to students who have declared a General Education Concentration in Digital and Computational Studies (C093).

Course Offerings

DCS 105 Calling Bull: Data Literacy and Information Science

Our world is rife with misinformation. This course is designed to hone digital citizenship skills. It is about "calling bullshit": spotting, dissecting, and publicly refuting false claims and inferences based on quantitative, statistical, and computational analysis of data. Students explore case studies in policy and science and dissect the “who, what, where, when, why, and how” of bullshit propagation. Examples include election misinformation, interpreting health risk, facial recognition algorithms, and science communication. Students practice visualizing data; interpreting scientific claims; and spotting misinformation, fake news, causal fallacies, and statistical traps. In doing so, the course offers an introduction to programming with R for data analysis and visualization.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

DCS 106 TechnoGenderCulture

Two premises inform this course: technologies have histories and cultures; technologies are gendered. The course brings together the disciplinary approaches of science and technology studies and gender and sexuality studies to explore contemporary problems at the intersection of gender and technology. Students explore classic texts in these fields and undertake design processes that help them apply those texts to real-world problems.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): GSS 106

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 109 Intro to Computer Science for Software Development

This course is an introduction to computational thinking and problem solving via an introduction to computer programming, designed for students interested in broadly applying computing and software solutions across a range of disciplines. It considers computing as a discipline of study, exploring the representation and manipulation of data, fundamental algorithms, efficiency, and limits of computing. Students learn fundamentals of computer programming using Python, including basic data structures, flow control structures, functions, recursion, elementary object-oriented programming, and file I/O, as well as discussion of higher-level concepts including abstraction, modularity, reuse, testing, and debugging. By implementing programs in contexts such as image processing, voting algorithms, DNA sequence analysis,

and simple games, students develop an understanding of computational problem solving and gain experience in broadly applicable software development skills. Not open to studen

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

DCS 111 Intro to Computer Science for Text Analysis

This course is an introduction to computational thinking and problem solving via programming, designed for students interested in applying computation to the humanities and text analysis. It frames computation as a process of designing systematic solutions to problems; implementing, testing, and verifying those solutions; and making the solutions accessible to other scholars and investigators. Students learn fundamentals of computer programming using Python, including basic data structures, flow control structures, functions, recursion and elementary object-oriented programming, as well as discussion of higher-level concepts including abstraction, modularity, reuse, testing, and debugging. By the end of the semester, students develop an understanding of computational problem solving and gain experience implementing that problem solving in the context of text analysis. Not open to students who have taken DCS 109.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 204 Archives, Data, and Analysis

The computational humanities comprise a fast-growing and exciting field that is changing the way scholars work and think. This course provides an opportunity for students with some experience with programming to immerse themselves in semester-long projects in digital environments, moving from "analog" archives, through data structuring, and quantitative analysis, and culminating with a project that makes both the humanities and quantitative analyses legible for people from diverse backgrounds. Prerequisite(s): one 100-level digital and computational studies course.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): AMST 205, DCS 104

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 206 The Past, Present, and Possible Dystopian Future of Computing

In this course students examine the history, present, and possible future of computing through film and literature, focusing on questions at the intersection of computing, digital studies, and communication: Who are the stakeholders and participants in this intersectional area? What are the uses and abuses of data and computing in society? Who has the power of technology and who does not, and what are the consequences of that power? Recommended background: Prior critical-studies-oriented digital and computational studies course or similar course work in Africana, American studies, Latin American and Latinx studies and/or gender and sexuality studies.

Modes of Inquiry: [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

DCS 209 Pixelated Parts: Race, Gender, Video Games

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 209, GSS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

DCS 210 Programming for Data Analysis and Visualization

This course teaches computer programming with a focus on quantitative data analysis and visualization. Primarily using the R programming language, fundamental programming concepts and high-level tools for data manipulation, analysis, and visualization are introduced using a variety of projects with cross-disciplinary applicability. In addition to writing computer scripts to analyze data, students learn the concepts and methods for effective presentation of data in a reproducible way. Prerequisite(s); one digital and computational studies course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

DCS 211 Computing for Insight

Building on DCS 109 (Introduction to Computing and Programming), this course explores practical application of software composition as a bridge to other disciplines. Students continue to develop programming and problem-solving skills, with the clear purpose of providing insight to inquiry in other fields that is made possible by modern computing, software composition, and libraries. The course includes study of additional data structures and algorithms; data harvesting, analysis, and visualization; machine learning; modeling and simulation; and considerations of human- and machine-efficiency. As a final course project, students design, implement, and assess a computing project of their choosing. Prerequisite(s): DCS 109, 111, or 210.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

DCS 212 Digital History Methods

Through a combination of analytical, experiential, and collaborative exercises, students merge traditional historical methods with digital tools to explore new useful methodologies for collecting, analyzing, and disseminating historical knowledge. They develop technical and theoretical proficiency within the broader field of digital humanities. They engage digital tools and resources to rethink old historical questions. They develop with new questions that can be investigated only through digital practice. They contemplate avenues for collaboration between historical research and public communities. Finally, they weigh the practical and theoretical implications of using digital history to create more inclusive scholarship.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 212

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 216 Computational Physics

An introduction to computational methods for simulating physical systems, this course focuses on the numerical analysis and algorithmic implementation necessary for efficient solution of integrals, derivatives, linear systems, differential equations, and optimization. While the course presents a rigorous introduction to the numerical analysis underlying these techniques, the emphasis remains on practical solutions to important physical problems. Students solve problems across the wide range of applications of computational physics

including astrophysics, biological population dynamics, gravitational wave detection, urban traffic flow, and materials science. No prior experience in programming is required, though students without a technical computing background are encouraged to take PHYS s10 before enrolling. Prerequisite(s): MATH 106 and either PHYS 108 or PHYS S31. Prerequisite(s), which may be taken concurrently: MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHYS 216

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

DCS 219 Composing Sonic Systems

This course takes computational and communications systems concepts, such as randomness, probability, generativity, signal processing, feedback, control (and non-control), and listening as parameters for electronic sound composition. Using the free, user-friendly visual programming environment, Pure Data (Pd), students create unique software-based artworks and compositions. Creative projects are grounded in theoretical and historical readings as well as listening assignments that provide context for the application of computational concepts and communications systems thinking to sonic arts practice. The course culminates in a final showing of sound art installations and performances. Recommended background: experience in one or more of the following: music composition, music performance, experimental arts, digital media, computer programming, electronics, media studies.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C023

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MUS 219

Instructor: Tamirisa, Asha

Instructor Permission Required: Yes

DCS 229 Data Structures and Algorithms

This course provides an introduction to common data structures and selected algorithms for solving more complex problems. Topics covered include concrete data types (arrays and linked structures); abstract data types (including stacks, queues, trees, and maps); an introduction to fundamental algorithms including sorting, graph-search algorithms (breadth-first search, depth-first search), and greedy algorithms; and basic algorithm analysis (big-Oh). The course focuses on applying data structures and algorithms for problem solving, rather than on data-structure implementation details and formal analysis. Prerequisite(s): DCS 109 or 111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Lawson, Barry
Instructor Permission Required: No

DCNS 240 Neural Networks

Biological intelligence is characterized by selecting, processing, and storing information while flexibly adapting to changing conditions. How might biology inspire “smart” algorithms? This course explores the fundamental principles of artificial neural networks (ANNs). Students begin with modeling learning in a single computational unit (McCulloch-Pitts neuron), and then examine how many simple units can collectively give rise to complex behaviors. They examine both supervised networks that learn a predetermined input-output relationship, and unsupervised networks that learn “suspicious coincidences” from the input data. They implement neural networks with Python (previous experience is helpful but not necessary). Prerequisite(s), which may be taken concurrently: NS/PY 160. Recommended background: Experience with Python programming (such as from DCS 109) would be helpful, but is not strictly required.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Greene, Michelle
Instructor Permission Required: No

DCS 252 Philosophy of Cognitive Science

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C031
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): NRSC 252, PHIL 210
Instructor: Dacey, Mike
Instructor Permission Required: No

DCS 301C Public History in the Digital Age

Public history takes place beyond history classrooms and academic contexts. Traditionally, it has been found in museums, walking tours, and performances, and has told the stories of people with social and political privilege. Increasingly, however, public history has come to focus on a greater range of voices, and takes place in a wider range of forms: on websites, graphic novels, interactive sensory experiences, social media, and other digital spaces. In this community-engaged course, students learn to see public history "in the wild,"

engage with primary sources, and present those sources and historical interpretation to the public in digital form. Students with interests in history and public engagement are encouraged to enroll in this course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301C

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 303 Discrete Structures for Modeling

This course introduces students to the discrete structures and the methodologies used in discrete approaches to modeling socio-ecological phenomena. In developing a toolkit for systems modeling, students explore questions about the nature of events, change, uncertainty, and interconnectedness in natural, physical, and social systems. In and out of the classroom, students engage actively with terminology, theoretical foundations, strategies for developing and testing mathematical and computational models. This learning is communicated through symbolic, numeric, visual, and verbal means against the backdrop of the complex, interconnected world we experience. Prerequisite(s): DCS 108 or any 200-level digital and computational studies course.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

DCS 304 Online Community Building and Digital Activism

In this course, students examine digital citizenship from the perspective of online community building. They explore theories of collective action, community building, and network assembly, for example, the use of community organizing to propagate information in systems. In this community-engaged learning course, students produce a plan for social media and online organization for a partner community in higher education or STEM education. Recommended background: Prior critical-studies-oriented digital and computational studies course or similar coursework in Africana, American studies, Latin American and Latinx studies, and/or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Eaton, Carrie

Instructor Permission Required: No

DCS 305 Digital Maps, Space, and Place

Space and place-visualized by maps-condition nearly every aspect of our lived experience. It is almost impossible to imagine everyday experiences without access to maps. Maps also encode power. They tell particular stories and represent dominant cultural understandings of spatial relationship. In this course, students consider the reasons for studying maps, the ways in which maps might inscribe or combat extant power structures, the tools needed for geospatial analysis, how to embed and analyze geographical information, and how to link historical maps to modern-day geographies. Prerequisite(s): one 200-level digital and computational studies course.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shrout, Anelise

Instructor Permission Required: No

DCS 307 Theory and Implementation of Computer Simulation Models

This course introduces topics in computer simulation, focusing on the underlying theory, implementation, and analysis of discrete-event simulation models. Topics include discrete-event simulation, Monte Carlo simulation, random number generation, discrete and continuous stochastic models, input modeling, statistics and visualization for output analysis, and point and interval parameter estimation in simulation contexts. The course focuses heavily on real-world systems that are appropriately modeled using queuing and agent-based simulation models. The course is simultaneously theoretical and computational. Students use mathematical and statistical derivations, as well as existing software libraries in R and Python, to understand and analyze simulation models. Software development is also a significant component of the course, as students work in teams to design, implement, and analyze the results of their own models. Prerequisite(s): DCS 211 or 229.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)(DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

DCMA 316 PIC Math: Topics in Industrial Mathematics

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C091
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

DCS 316 PIC Math: Community Engaged Data Science

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C091
Department/Program Attribute(s): (DCS: Praxis)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): MATH 316
Instructor: TBA, Staff
Instructor Permission Required: Yes

DCS 355A Numerical Analysis

This course studies the best ways to perform calculations that have already been developed in other mathematics courses. For instance, if a computer is to be used to approximate the value of an integral, one must understand both how quickly an algorithm can produce a result and how trustworthy that result is. While students implement algorithms on computers, the focus of the course is the mathematics behind the algorithms. Topics may include interpolation techniques, approximation of functions, solving equations, differentiation and integration, solution of differential equations, iterative solutions of linear systems, and eigenvalues and eigenvectors. Prerequisite(s): MATH 106 and 205.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): C006
Department/Program Attribute(s): (DCS: Programming & Theory)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): MATH 355A
Instructor: TBA, Staff
Instructor Permission Required: No

DCMA 355D Dynamical Systems and Computer Science

The study of long-term behaviors of feedback processes, the field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting

and repelling cycles and witness the complicated dynamics and chaos a simple quadratic function can exhibit. Real and complex functions are considered. Simultaneously, students learn sound computer science fundamentals by writing Visual Basic programs that illustrate the theory of dynamical systems. In particular, students plot both orbit and bifurcation diagrams, Julia sets, and the Mandelbrot set. The course explores both dynamical systems and computer science in depth, thus requiring four meetings per week.

Prerequisite(s): MATH 221 or s21.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ross, Chip

Instructor Permission Required: No

DCS 355D Chaotic Dynamical Systems

The field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting and repelling cycles and witness the complicated dynamics and chaos a simple function can exhibit. Topics include chaos in discrete versus continuous dynamical systems, bifurcations, and attractors, with applications to biology and physics. While there will be a significant computational component to the course, previous coding experience is not required.

Prerequisite: MATH205. Recommended: MATH219.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): MATH 355D

Instructor: Ross, Chip

Instructor Permission Required: No

DCS 355H Numerical Linear Algebra

This course studies the best ways to perform calculations that have been developed in Linear Algebra. Topics may include solving systems of equations, error and condition numbers, least squares, and eigenvalues and singular values.

Prerequisite(s): MATH 205

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MATH 355H

Instructor: TBA, Staff

Instructor Permission Required: No

DCS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

DCEC 368 Big Data and Economics

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Since econometrics addresses challenges in estimation such as sample selection bias and treatment effects identification, the discipline is well-suited for the analysis of large and unsystematically collected datasets. This course introduces statistical (machine) learning methods, which have been developed for analyzing such datasets but which have only recently been implemented in economic research. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge in the numerous domains where large volumes of data are rapidly accumulating. Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

DCS 368 Data Science for Economists

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Because econometrics addresses challenges such as sample selection bias and treatment effects identification, the discipline is well-suited to analyze large or unstructured datasets. This course introduces practical tools and econometric techniques to conduct empirical analysis on topics like equality of opportunity, education, racial disparities, and more. These skills include data acquisition, project management, version control, data visualization, efficient programming, and tools for big data analysis. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge on topics where large volumes of data are rapidly accumulating. We will also cover the ethics of data collection and analysis. Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (DCS: Praxis)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ECON 368
Instructor: TBA, Staff
Instructor Permission Required: No

DCS 375 Network Analysis

Networks are everywhere. They describe how people, organisms, and ideas connect and interact. Studying networks reveals patterns, systems, and frameworks that are, in many cases, otherwise invisible. This course introduces network analysis as a tool that offers insights into the construction of social, biological, and information systems. It scaffolds the terminology and theoretical underpinnings of network science. It also introduces the data wrangling, qualitative analysis, quantitative analysis, critical analysis, and data visualization tools that often accompany the studies of networks. Prerequisite(s): DCS 204. Recommended background: Prior coursework in critical digital studies and R programming, data cleaning, and/or significant programming experience.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(DCS: Programming & Theory)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Eaton, Carrie; Shrout, Anelise
Instructor Permission Required: No

DCS 401 Internship in Digital and Computational Studies

Part-time internships, which may be local or distant, conducted in-person or remotely. Internships provide digital and computational studies students opportunities to apply what they have learned in courses, learn and apply new skills, gain knowledge in a specific field, build professional skills, and explore career paths in digital and computational studies. Prerequisite(s): one course in digital and computational studies. Enrollment is limited to available positions. *F-1 visa holders are not eligible for this course.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

DCS S13 Computation & Mathematical Art

This course will explore art and how art can be used to visually demonstrate computational and mathematical concepts. Explore the cross-over between two very different disciplines and what you can do with this knowledge. This course will feature work by prominent mathematicians and computer scientists in

the mathematical and computational art space. Additionally, students will leave the course with a completed art project of their devising that demonstrates a computational or mathematical concept and a beginner level knowledge of crochet. The course will also include a historical overview of how art, specifically weaving and knitting, were instrumental in creating examples of how to store information that would be used as computer science was developed. Recommended background: Creativity, interest in creating art.

Prerequisite(s): any college-level math course, DCS109, OR DCS111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

DCS S33 Introduction to Web Development

This course provides an introduction to full-stack Web development, including user-facing website design and construction, back-end frameworks, and client communication. The course will cover technologies for client-side development (HTML, CSS, and JavaScript), various web data formats (e.g., JSON, XML), server-side web frameworks (e.g., Django, Flask), fundamental UI and UX concepts (e.g., prototyping, usability, accessibility), and website security. Students will work directly with clients, with a focus on planning and maintenance. Prerequisites: DCS109 or DCS111.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lawson, Barry

Instructor Permission Required: No

DCMA S34 Community-Engaged Data Science

This course is intended for students with a strong interest in applied problem solving. Students work in multidisciplinary teams on a research problem identified by a community partner from business, industry, or government. Working with community partners, students gain insights from data, building skills in reproducible analysis (literate programming and version control) and collaboration, using modern programming tools and techniques. This course emphasizes putting knowledge into practice, including going beyond individual fields of study to solve real world problems and understand community partner needs. Students will build skills in project management, using agile methodologies and weekly meetings with community partners designed to foster co-development and iterative and incremental project delivery. Students will develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, reproducible analysis, effective communication, independent thinking, and problem solving. Prerequisite(s): DCS 204, 210, or 211; or MATH 205 or 206. Not open to students who have received credit for DC/MA 316.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baker, Laurie

Instructor Permission Required: No

DCS S45T Mathematical Image Processing

Digital image processing is a field essential to many disciplines, including medicine, astronomy, astrophysics, photography, and graphics. It is also an active area of mathematical research with ideas stemming from numerical linear algebra, Fourier analysis, partial differential equations and statistics. This course introduces mathematical methods in digital image processing, including basic image processing tools and techniques with an emphasis on their mathematical foundations. Students implement the theory using MATLAB.

Topics may include image compression, image enhancement, edge detection, and image filtering. Students conceive and complete projects, either theoretical or practical, on an aspect of digital image processing.

Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): MATH S45T

Instructor: Ott, Katy

Instructor Permission Required: No

Earth and Climate Sciences

Professor Johnson (chair); Assistant Professor Arora; Visiting Assistant Professor Murguía Burton; Visiting Lecturers Anderson and Olson.

Effective September 2020, the Department of Geology was renamed the Department of Earth and Climate Sciences to reflect the breadth of its curriculum. Earth and climate sciences are key to addressing scientific issues relating to energy, mineral, and water resource security; ecosystem and environmental stewardship; hazards risk assessment; adaptation and mitigation; and climate variability and change.

In the Department of Earth and Climate Sciences, students learn about interactions among the Earth's mantle, crust and surface, including the Earth's structure, its current and past climate system, earth materials, earthquakes and volcanoes, the water cycle, geologic time, and the Earth as a system using a combination of field, laboratory, and computational methods. Students work with their peers and faculty to answer fundamental questions and to solve real-world problems in Maine and beyond. The department stresses the importance of communication, collaboration, and hands-on experiential learning in the field, the laboratory, and the classroom.

Given the college's location in Maine, with ready access to a wide variety of diverse geologic environments, students have excellent opportunities for experiential learning, whether in the classroom, the laboratory, or the field, and through independent research, at all levels of the curriculum.

The Department of Earth and Climate Sciences strives to instill in students a life-long curiosity of the Earth across vast spatial and temporal scales. The curriculum provides the fundamentals of engaging science while illuminating the power of scientific literacy in informing social issues, thus better preparing students to be engaged citizens. Courses prepare students for professional careers and to be well-informed citizens who use their expertise ethically to contribute to equity and social justice.

Students in the Class of 2024 and beyond major and minor in earth and climate sciences. The major offers students the opportunity to learn field, laboratory, and computational skills. Select courses from environmental studies, physics, chemistry, biology, mathematics, and digital and computational studies may also count toward the major. Students in the Class of 2023 major and minor in geology.

More information is available on the [Earth and Climate Sciences department website](#).

Major Requirements

Students in the Class of 2024 and beyond major and minor in earth and climate sciences. The major offers students the opportunity to learn field, laboratory, and computational skills. Select courses from environmental studies, physics, chemistry, biology, mathematics, and digital and computational studies may also count toward the major.

The major consists of eleven courses (nine core courses plus two electives) and a one- or two-semester thesis. Students may design their major by choosing from a suite of courses at all levels of the curriculum.

1. Earth Science Courses

Complete at least one course from the following:

- EACS 104 Plate Tectonics and Hazards/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 114 Water in Maine

2. Climate Science Courses

Complete at least one course from the following:

- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 109 Earth's Climate Systems/Lab
- EACS 114 Water in Maine
- EACS 119/PHYS 119 The Anthropocene
- FYS 476 Coastal Hazards/Lab

3. Intermediate-Level Courses

Complete at least four courses from the following:

- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 220/PHYS 220 Dynamical Climate
- EACS 223 Earth Materials/Lab
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab

Each course requires one introduction to earth and climate sciences core course as a prerequisite.

4. Upper-Level Earth Science Courses

Complete at least one course from the following:

- EACS 302 Paleoseismology and Active Tectonics
- EACS 326 Igneous Petrology/Lab
- EACS 391 Seminar in Appalachian Geology

5. Upper-Level Climate Science Courses

Complete at least one course from the following:

- EACS 305 Current Topics in Climate and Environmental Change
- EACS 307 Soils and Landscape Evolution
- EACS 310 Quaternary Paleoclimatology/Lab
- EACS 341 Stable Isotope Geochemistry
- ENVR 310 Soils/Lab

6. Short Term Course

Complete at least one course from the Earth and Climate Sciences offered in a Short Term.

7. Additional Courses

Complete at least two courses from the following:

- BI/EA 113. Marine Science.
- BIO 195. Lab-Based Biological Inquiry.
- BIO 204. Biological Research Experience: Molecules to Ecosystems.
- BIO 206. Evolution and Interactions of Life.

- BIO 244. Biostatistics.
- CHEM 107A. Atomic and Molecular Structure/Lab.
- CHEM 108A. Chemical Reactivity/Lab.
- CHEM 215. Inorganic Chemistry/Lab.
- DCS 108. Introduction to Computation for Science and Mathematics.
- ENVR 203. Scientific Approaches to Environmental Issues/Lab.
- ENVR 240. Water and Watersheds/Lab.
- EA/ES 217. Mapping and GIS.
- EA/ES 226. Hydrogeology.
- EACS 360. Independent Study.
- EACS 458. Senior Thesis. (taken in addition to EACS 457, creating a year-long thesis).
- MATH 105. Calculus I.
- MATH 106. Calculus II.
- PHYS 107. Introductory Physics of Living Systems I/Lab.
- PHYS 108. Introductory Physics of Living Systems II/Lab.
- PHYS 110. Basic Computational Science Lab Skills.
- A second earth and climate sciences Short Term course.
- A third 300-level earth and climate sciences course.

8. Thesis

Complete the following course:

- EACS 457 Senior Thesis

A one-semester thesis (EACS 457) is required of all majors.

Two Semester - Optional:

- EACS 457 Senior Thesis
- EACS 458 Senior Thesis

The two-semester thesis option (EACS 457 and 458) is normally reserved for honors candidates or those students pursuing graduate studies or a career in earth and climate sciences. To qualify for the honors program, students must earn an A- or better in EACS 457, have the support of their thesis advisor, and must sustain a minimum GPA of 3.5 in their earth and climate sciences courses. To enroll in a two semester non-honors thesis, the student must have the support of the thesis advisor and department.

Courses Taken Outside of Bates

1) The department recommends that majors who wish to study abroad do so for only one semester. 2) The department strongly encourages majors to complete the following major requirements prior to the semester abroad: one 100-level course; a minimum of three 200-level courses; and one Short Term course. 3) The department expects that majors take all four 200-level core courses at Bates. 4) The department expects that majors will have completed the following major requirements prior to their senior year: all four 200-level core courses and one 300-level course. 5) All applications for off-campus study require approval of the major advisor and the department chair. 6) Applications that involve exceptions to the above guidelines require a petition review and approval by the department. The department normally accepts only two non-Bates

courses toward the major. Typically these courses are used to fulfill a 300-level earth and climate sciences course and an elective.

Short Term Courses

Once Earth and Climate Sciences Short Term course is required for the major.

Pass/Fail Policy

Pass/Fail grading may not be elected for any course used to fulfill the major requirements.

Minor Requirements

Students may complete a minor in earth and climate sciences (Class of 2024 and beyond) or geology (classes of 2022 and 2023) by taking seven courses.

1. 100-Level Course

Complete one course from the following:

- Any 100-level Earth and Climate Sciences course
- FYS 476 Coastal Hazards

2. 200-Level Courses

Complete three courses from the following:

- EACS 210 Sedimentary Processes and Environments/Lab
- EACS 220/PHYS 220 Dynamical Climate
- EACS 223 Earth Materials/Lab
- EACS 230 Earth Structure and Dynamics/Lab
- EACS 240 Environmental Geochemistry/Lab

3. Additional Courses

Complete three courses from the following:

- Any 200- or 300-level EACS course, two of which may include pre-approved EACS courses taken in off-campus study programs
- Any EACS Short Term course

Students completing the environmental studies major with an Ecology and Earth Systems concentration and an Earth and Climate Sciences minor may count no more than one course toward both.

Students completing a double major in Earth and Climate Sciences or Geology and in Environmental Studies with an Ecology and Earth Systems concentration may count no more than two courses toward both majors.

Courses Taken Outside of Bates

Pre-approved Earth and Climate Sciences courses in off-campus study programs are usable as part of the three additional credits beyond the core.

Short Term Courses

Short Term courses may count towards the minor

Pass/Fail Policy

Pass/Fail grading may not be elected for courses counting toward the minor.

Course Offerings

EACS 103 Earth Surface Environments and Environmental Change/Lab

The Earth's surface environments are in a constant state of change resulting from the interaction of its atmosphere, hydrosphere, biosphere, and lithosphere. Changes on the surface occur on various time scales from brief, severe storms to glaciations lasting thousands of years and changes in continents and ocean basin environments occurring over millions of years due to tectonic processes. Studies of surficial processes and materials illustrate the dynamic nature of the Earth and provide a key to understanding past and future environmental change. The lectures are complemented with field and laboratory study. Field experiences include day trips to local geologic settings and to the Maine coast.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C007, C045, C058, C063, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Retelle, Michael

Instructor Permission Required: No

EACS 104 Plate Tectonics and Hazards/Lab

Volcanoes, earthquakes, and tsunamis are examples of tectonic hazards that directly affect human populations. Yet the processes responsible for such natural hazards are an integral part of the global tectonic cycle that over millions of years results in the formation of ocean basins, mountain ranges, and the global-scale motion of continents. Study of active and ancient tectonic activity is key to forecasting future volcanic eruptions and earthquakes as well as global environment change.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Robert, Genevieve

Instructor Permission Required: No

EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab

The rocky coast and glaciated bedrock mountains of Maine have a rich 500-million-year geologic history. This hands-on, outdoor-oriented course on Maine's geologic history includes field trips to local geologic settings. Reading and making maps, recording field observations, writing papers, giving talks, and making posters about the variety of geologic environments are the major features of the course. The required trips involve strenuous hiking and sea kayaking. Appropriate outdoor clothing and footwear is needed.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C063, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 109 Earth's Climate System/Lab

The Earth System is composed of the dynamic interactions between its various components: the biosphere, lithosphere, hydrosphere, and the atmosphere. Humans are perturbing these components at unprecedented rates, resulting in climate and environmental change on regional and global scales. In this course, students examine the Earth's climate system on multiple timescales and investigate current topics in global change, including the impact of greenhouse gases on global climate, sea level, El Niño, global dimming, and ocean acidification. Experiential learning may include field trips to sites that illustrate environmental change on local and regional scales and analysis of large data sets.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C007, C045, C058, C063, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

EACS 113 Marine Science

An integrated, interdisciplinary marine science overview encompassing physical, biological, and social aspects of the marine environment. Oceanography topics encompass origins and geological history of the oceans, structure of basins and sediments, ocean chemistry, as well as currents, waves, and tides. Biological subjects include diversity, physiology, and behavior of marine organisms, ecology of major marine communities, and global change biology. Social considerations include human impacts on marine environments (including fisheries) and conservation.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C045, C063, C070, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 113

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 114 Water in Maine

In this course students broadly examine fresh water resources in Maine. They begin by exploring the geologic history that led to the formation of Maine's abundant hydrologic resources and then identify historic and current exploitation of water in the state. From bottled and tap water, to the ski and paper industries, and blueberry farming, they consider how resource exploitation impacts long-term sustainability in a water-rich state. They also discuss how state and federal water policy guides the use of water resources and debate how Maine should move forward with its resource management.

Modes of Inquiry: [SR]

Writing Credit: None
GEC(s): C068, C070
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Taylor, Keith
Instructor Permission Required: No

EAPH 119 The Anthropocene

This research-based course examines the current geological epoch, the Anthropocene, where humans are the agents of environmental change. How does climate change at present differ from those in the past? How do we know humans really are the drivers of climate change? How can we expect climate change to manifest in the near future? Why is biodiversity important? The course addresses these questions from scientific and mathematical perspectives. The course also critically examines IPCC projections and proposals like the Green New Deal. Students construct their own narrative of the course topics through independent or collaborative research.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C063
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

EACS 210 Sedimentary Processes and Environments/Lab

The study of modern sedimentary processes and environments provides geologists with a basis for comparison with ancient deposits preserved in the rock record. The analysis of modern sedimentary environments and reconstruction of ancient environments permit stratigraphic reconstructions at regional and global scales. Laboratory work includes field studies of processes and interpretation of modern and ancient depositional systems. Prerequisite(s): one introductory earth and climate sciences course.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W2]
GEC(s): C006, C007, C058, C070
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Retelle, Michael
Instructor Permission Required: No

EACS 217 Mapping and GIS/Lab

Geographical information systems (GIS) are computer-based systems for geographical data presentation and analysis. They allow rapid development of high-quality maps, and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive computer use of ArcGIS (ESRI). Geological and environmental projects introduce students to cartography,

common sources of geographic data, methods for collecting novel spatial data, and data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks by completing an independent project. Lectures supplement the laboratory component of the course.

Prerequisite: one 100-level course in earth and climate sciences or one 200-level course in environmental studies.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C068, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 217

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 220 Dynamical Climate

An introduction to the dynamical behavior of climate on geologic and human timescales. Simple conceptual models are developed, with the goal of understanding the role of feedback, stability, and abrupt changes. Topics include the basic physics of climate, El Niño/La Niña, climate models, the greenhouse effect and global warming, and glacial cycles. Python is used as the main computational tool; no prior experience is required. Prerequisite(s): MATH 106; and any 100-level earth and climate sciences course or PHYS 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C007

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PHYS 220

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 223 Earth Materials/Lab

Many geochemical processes that occur within the lithosphere, such as crystallization of magmas, metamorphism, and weathering, are understood through the study of minerals and rocks. This course covers the occurrence and composition of the common rock-forming minerals; the mineral reactions and assemblages typical of igneous, metamorphic, and sedimentary environments; and applications to a range of tectonic processes. The laboratory involves the identification of minerals and the determination of mineral composition in hand specimens and by optical microscopy, energy dispersive X-ray spectrometry, and X-ray diffraction. Prerequisite(s): one introductory earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C007, C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Robert, Genevieve

Instructor Permission Required: No

EACS 226 Hydrogeology

Hydrogeology is the study of the movement and interaction of underground fluids within rocks and sediments. This course uses hydrogeology as a disciplinary framework for learning about groundwater processes, contamination, supply, use, and management. Students engage in practical applications of hydrogeology via discussions, guest lectures, research projects, problem sets, and hands-on experience. Students learn field and laboratory methods for determining and analyzing groundwater flow, contamination, and aquifer properties by working at local sites of interest in central Maine. Prerequisite(s): ENVR 203 or one 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 226

Instructor: Johnson, Bev

Instructor Permission Required: No

EACS 230 Earth Structure and Dynamics/Lab

The processes of mountain building and plate tectonics are understood by observing the structure and architecture of rocks. This course explores the nature and types of structures present in rocks that make up the Earth's crust. Fundamental concepts and principles of deformation are examined in a variety of field settings. The laboratory introduces the techniques used in descriptive and kinematic structural analysis. Several one-day excursions and one weekend field trip may take place throughout Maine and the mountains of the northern Appalachians. Prerequisite(s): any 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C006, C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 231 Past Climates and Paleoclimate Proxies

Understanding Earth's climate history is imperative for predicting future environmental conditions as we are challenged by human-made climate change. By examining different climate case studies from the last ~800 million years, students identify the primary drivers of variation in Earth's climate, and assess the advantages and limitations of the physical and geochemical proxies used to interpret paleoclimate conditions. Students build skills in interpreting primary scientific literature and synthesizing real-world datasets through a mixture of student-led discussions and presentations, lectures on the Earth's climate system and paleoclimate tools, and the use of open-source databases to investigate paleoclimate questions. Recommended background: prior coursework in chemistry. Prerequisite(s): two courses in earth and climate sciences.

Modes of Inquiry: [SR]

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Fetrow, Anne
Instructor Permission Required: No

EACS 240 Environmental Geochemistry/Lab

Environmental geochemistry draws from concepts in earth, climate, and environmental sciences, biology, and chemistry to study the behavior of natural and anthropogenic materials as they cycle through the various components of the Earth System. In this introduction to the field, students explore rock-water interactions, chemical equilibria, and biogeochemical cycling and develop field, laboratory, and modeling skills to work on local current environmental problems. Students may investigate climate change; mitigation and adaptation; surface and groundwater contamination by salt, arsenic, nutrients, and/or heavy metals; acid mine drainage; and the history of atmospheric lead deposition. The laboratory includes fieldwork, chemical analysis of environmental samples using inductively coupled plasma emission spectroscopy, and stable isotope ratio mass spectrometry and modeling using STELLA. Prerequisite(s): any 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W2]
GEC(s): C003, C006, C007, C045, C058, C063, C068, C070
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Johnson, Bev
Instructor Permission Required: No

EACS 241 Water and Watersheds/Lab

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological, and chemical approaches to questions of water quality and quantity as well as an introduction to working with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C021, C045, C058, C068, C070
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): BIO 241, ENVR 240
Instructor: Ewing, Holly
Instructor Permission Required: No

EACS 302 Paleoseismology and Active Tectonics

Paleoseismology is the study of past earthquakes. According to Charles Lyell, "[the] present is the key to [the] past," but the past is also the key to the present and future. Therefore, the estimation of past earthquake timelines is important to better access the potential of the future earthquakes. In this course, students develop an understanding of the earthquake geology and tectonic geomorphology and learn to identify earthquake generating active faults around the world using of aerial photographs, satellite data, and ArcGIS. Students learn to estimate the magnitude of past and future earthquakes using trench logs, borehole cores and geochronology as a case study from different seismically active regions such as New Zealand, Japan, Himalaya, and California and synthesize future potential trenching sites using conceptual knowledge learned from this course. Prerequisite(s), which may be taken concurrently: EACS 230.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Arora, Shreya

Instructor Permission Required: No

EACS 303 Sedimentary Basins and Global Change

In this course-based research experience, students apply concepts in basin analysis and hazards to research impacts of global catastrophe on the geologic record. Students analyze diverse forms of data including sediment cores, stratigraphic columns, seismic (geophysical) data, and petrographic, mineralogical, and geochemical data from ocean drilling campaigns (plus onshore outcrops). Students interrogate scientific literature to collaboratively compile a global dataset cataloging the marine sedimentary response to the Chicxulub asteroid impact 66 million years ago. This impact resulted in extreme environmental change, including mass extinction of the dinosaurs and 75% of living species, as well as worldwide wildfires, climate cooling, a global mega-tsunami, and submarine landslides. However, this impact's imprint on the marine sedimentary record, especially the coarse-grained clastic record, is understudied. Students will contribute to filling this gap in the scientific literature.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 304 Planetary Geology

An introduction to the physical states, interior structures, chemistry, petrology, geology, and geologic processes of solar systems bodies: planets, moons, asteroids, comets, sun. The course covers nucleosynthesis and the formation and evolution of the Solar System. Prerequisite(s) or corequisite(s): EACS 223. Recommended background: introductory courses in chemistry and/or physics or EACS 383.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Robert, Genevieve

Instructor Permission Required: No

EACS 305 Current Topics in Climate and Environmental Change

Certain geological, biological, and atmospheric sample-types provide records of environmental and climate change across a range of timescales and are known as climate proxies. These proxies help us understand the way our world functions, and they provide context for the changes underway and predicted for the future. In this course, students develop an understanding of current topics in Earth's climate system, the carbon cycle, and key paleoclimate proxies through geologic time by reading the primary literature and engaging in hands-on activities in the Environmental Geochemistry Laboratory. Students study human impacts on the planet, and, in turn, the effects of climate and environmental change on people. Prerequisite(s): EACS 210 or 240.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

EACS 307 Soils and Landscape Evolution

In this course, students learn how to integrate concepts and analytical tools from geology, pedology, geomorphology, and geochemistry to evaluate the co-evolution of soils and landscapes across time scales. Topics include soil formation, soil geomorphology, stable and unstable isotopes as soil erosion tracers, and discussions about anthropogenic soil erosion and environmental injustice. Students develop a hands-on project using $^{239+240}\text{Pu}$ and $\delta^{13}\text{C}$ to evaluate soil erosion/deposition processes. Students develop a sense of environmental justice, and analytical, field and communication skills that are useful in many careers. Two one-day weekend field trips to local settings may be scheduled during the semester. Prerequisite(s): EACS 210 or 240 or ENVR 310.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: de Castro Portes, Raquel

Instructor Permission Required: No

EACS 308 Marine Geology and Geochemistry

Approximately seventy percent of the earth's surface is under water, and only a fraction of it has been studied. This course explores the geology and geochemistry of the ocean floor and the various methods used to study the marine provinces. Students examine the major seafloor features and their connection to plate tectonics, learn geochemistry to understand the origin of such features in ancient and current settings, and investigate the origin and distribution of deep sea sediments to understand major events in the earth's history. Prerequisite(s): EACS 223.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Samajpati, Eshita

Instructor Permission Required: No

EACS 310 Quaternary Paleoclimatology/Lab

The Quaternary Period, representing the last 1.6 million years of geologic history, is characterized by extreme climatic fluctuations with effects ranging from globally synchronous glacier expansions to periods warmer than present. Records of the climatic fluctuations are contained in sediments on land and in the oceans and lakes and also in the stratigraphy of ice caps. This course examines various climate proxy records and the dating methods used to constrain them. Fieldwork focuses on the recovery of sediment cores from local lakes, while in-class labs emphasize physical, chemical, and paleontological analyses of the sediment cores. Prerequisite(s): any 200-level earth and climate sciences course.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Retelle, Michael

Instructor Permission Required: No

EACS 341 Stable Isotope Geochemistry

The stable isotope composition of modern and ancient waters and biological materials has revolutionized our understanding of biogeochemical cycling at the Earth's surface and of environmental change. This course focuses on the theory and applications of stable isotope fractionation in water and biological materials for modern and past environmental research. The course may include fieldwork within the Androscoggin River watershed and the Maine coast and use of a stable isotope ratio mass spectrometer. Students are engaged in projects that may include tracking changes in carbon cycling in lakes, salt marshes, and trees through time, and documenting changes in energy flow in modern and ancient marine food webs. The interdisciplinary nature of the subject material lends itself well to upper-level students from a variety of science majors. Prerequisite(s): CHEM 107A and any 200-level earth and climate sciences course. Recommended background: EACS 240.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Johnson, Bev

Instructor Permission Required: No

EACS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 391 Seminar in Appalachian Geology

A study of the Appalachian Mountain Belt and the tectonic evolution of the Appalachian Mountains. Plate tectonic models that are particularly helpful are discussed in detail. Students are expected to conduct independent work and give oral and written reports. Fieldwork may include several day trips and an overnight traverse through the northern Appalachians of Vermont, New Hampshire, and Maine. Prerequisite(s): any 200-level earth and climate sciences course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 457 Senior Thesis

The thesis is a program of independent research conducted by the student, on a field, laboratory, and/or computational problem, under the direction of a faculty mentor. Seniors participate in the regularly scheduled weekly seminar, which includes preparation of an annotated bibliography, a thesis proposal, and timely submission of written results and oral progress reports of thesis research. Students are responsible for scheduling weekly individual meetings with their faculty committee. A public presentation is scheduled

during finals week. Students register for EACS 457 in the fall semester. Students conducting a two-semester thesis must register for both EACS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS 458 Senior Thesis

The thesis is a program of independent research conducted by the student, on a field, laboratory, and/or computational problem, under the direction of a faculty mentor. Seniors participate in the regularly scheduled seminar, which includes timely submission of written results and oral progress reports of thesis research. Students are responsible for scheduling individual meetings with their faculty committee. A public presentation and an oral defense are scheduled during the final week of the winter semester. Students register for EACS 458 in the winter semester. Students conducting a two-semester thesis must register for both EACS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EACS S13 Soil Geography of New England

This course provides students with the fundamentals of soil geography and Geographic Information Systems (GIS) to understand soil distribution across the landscape. The New England region is home to an extraordinary landscape diversity that offers an excellent natural laboratory to examine the interactions among geology, geomorphology, and soil development. This course includes visits to the White Mountain National Forest in New Hampshire, coastal areas, and a farm field in Maine. Topics include soil morphology and soil genesis, soils of New England, land use, and introduction to GIS. This course includes a community-engaged activity, in which students develop a hands-on project to create soil and land management maps, in collaboration with Liberation Farms, the Harvard Center, and the University of Maine Cooperative Extension. Students learn field techniques and GIS tools, and enhance communication skills that are useful in many careers.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: de Castro Portes, Raquel
Instructor Permission Required: No

EACS S15 Glacial and Postglacial Landscapes of Southeast Alaska

This course provides field-based learning experiences in a variety of southeast Alaska ecosystems. The Tongass National Forest is home to an extraordinary landscape diversity that offers an excellent natural laboratory to observe the interactions among geology, climate change, and soil development. This course includes visiting glaciated, riverine, lacustrine, and coastal systems where students observe how climate change and past and modern glaciers shape the earth surface. The course includes a community-engaged component with the Juneau community partners, school teachers, and K-12 students.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C058
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: de Castro Portes, Raquel
Instructor Permission Required: Yes

EACS S16 Paleoseismic and Geomorphic Investigation along the Himalayan Frontal Thrust (HFT), Central Himalaya

The 2,500 kilometer-long Himalaya is a classic example of seismically active plate boundary systems, which have enabled the world's geologists to understand the earthquake mechanisms and access obvious seismic threats to the millions of people living in the north of India. Paleoseismic investigations allow the determination of the two most important parameters used for calculation of the future earthquake magnitudes: slip rate and recurrence intervals. This course is aimed at developing students' quantitative and mapping skills through collecting the data necessary for the Seismic Hazard Assessment of the Central Himalaya.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C058, C087
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Arora, Shreya
Instructor Permission Required: Yes

EACS S17 Earthquakes and San Andreas Fault

The short-term off-campus course is proposed at the transition between 100- and 200- levels, to balance the wide expected range of student backgrounds. Prior coursework in Plate Tectonics and GIS is recommended, such as EACS 104, EACS 230, or EACS 217.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Arora, Shreya
Instructor Permission Required: Yes

EACS S20 Climate Solutions Workshop

To stay below global warming thresholds set by the international community, we must begin to durably sequester carbon at an industrial scale in the coming decades. After an introduction to Earth systems science, this course will explore and assess carbon dioxide removal technologies, including enhanced silicate weathering, ocean alkalinity enhancement, ocean fertilization, and biomass carbon removal. This course will include laboratory experiments, local field trips, and discussion of academic literature.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

EACS S25 Application of Scanning Electron Microscopy in Earth Sciences

The scanning electron microscope (SEM) is a powerful tool in the scientific community and in industry for image analysis and characterizing materials. In this course, students learn how the SEM functions, its components, and how to produce the best analytical results. Students learn various uses of SEM and its application in geology, including compositional zoning in minerals, textural analysis, and structure of microfossils, as well as X-ray characterization using the energy dispersive system (EDS) to understand chemical constituents. Students learn these techniques through different laboratory activities and, at the same time, develop research for their project or thesis. Prerequisite(s): one 200-level course in earth and climate sciences.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Samajpati, Eshita
Instructor Permission Required: No

EACS S30 Volcanoes, Earthquakes, Geysers, and Fiords: Earth Science in Aotearoa New Zealand

The Aotearoa New Zealand Short Term incorporates a diversity of themes, locations, pedagogies, research experiences, and student interests, and overall provides students with a packed agenda of many, essentially globally-unique opportunities. By engaging with this diversity of themes and experiences, this proposed course aims to both provide students with these unique opportunities and to foster and develop students' fieldwork skills, intensive geological mapping skills, applied geochemical and mineralogical interpretation skills, and ability to conduct meaningful scientific research (including literature review and reading papers,

designing fieldwork campaigns, assessing appropriate field and analytical techniques and tools, analyzing and synthesizing data, interpreting real-world results, and writing scientific reports). Students will contextualize and apply these skills toward societally-relevant issues, including natural hazards, renewable (geothermal) energy, and climate change.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EACS S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Economics

Professors Riera-Crichton (co-chair) and Shea (co-chair); Associate Professors Goff, He, and Smith; Assistant Professors Bird, Chakraborty, Coombs, Lindsay, Sen, and Subramanian; Visiting Assistant Professors Morrill and Nguyen

An understanding of economics can help foster intelligent citizenship. Policy makers in business, government, and the nonprofit sector frequently evaluate complex economic issues. The goal of the economics curriculum is to educate students, both majors and nonmajors, about the ideas of economics and how they apply to today's world.

Introductory economics courses at Bates (courses numbered 100–199) emphasize a broad nontechnical understanding of economic institutions, policy, and analysis. Courses numbered between 200 and 249 provide nontechnical introductions to more specialized topics. Courses numbered between 250 and 299 cover intermediate economic theory and introduce students to the methods of empirical analysis. Three-hundred-level courses integrate practical economic issues with empirical and theoretical analyses, enabling students to develop sophisticated insight into both contemporary and historical economic problems.

More information is available on the [Economics department website](#).

Major Requirements

The department recommends that most students begin their study of economics by completing an introductory economics class, numbered ECON 150-199. Those with an extensive background in economics and mathematics may, however, begin their study of economics by taking ECON 260 or 270. ECON 150-199 does not count toward the major in economics.

Students majoring in economics are not permitted to use the Applying Mathematical Methods concentration (C006) to satisfy the General Education Concentration requirements.

1. Base

Complete the following courses:

- ECON 250 Statistics
- ECON 255 Econometrics
- ECON 260 Intermediate Microeconomic Theory
- ECON 270 Intermediate Macroeconomic Theory

At least three of these courses must be taken at Bates, and at least three of these must be completed prior to senior year. The following statistics courses may be substituted for ECON 250:

- BIO 244 Biostatistics
- MATH 215 Statistics

2. Math

Complete at least one course from the following:

- MATH 105 Calculus I
- MATH 106 Calculus II

- MATH 206 Multivariable Calculus

Fulfilling this requirement is a prerequisite for ECON 255, 260, and 270.

The department recommends that most students begin their study of economics by completing ECON 150, however those with an extensive background in economics and mathematics may begin their study of economics by taking ECON 260 or 270. ECON 150 does not count toward the major in economics.

3. Electives

- a. Complete at least three courses from the following:

- Any 300-level course in Economics

At least two of these courses must be taken at Bates.

- b. Complete at least one course from the following:

- A fourth 100-, 200-, or 300-level Economics course that does not already satisfy another major requirement.

The following courses may also satisfy this requirement:

- PLTC 222 International Political Economy
- SOC 260 Economic Sociology

4. Seminar or Thesis

Complete at least one of the following:

- a. Seminar

- ECON 456 Senior Thesis Seminar

- b. Thesis

- ECON 457 Senior Thesis
- ECON 458 Senior Thesis

Typically, the [W3] requirement is met through the completion of a thesis seminar (ECON 456) or a senior thesis (ECON 457 and ECON 458).

Courses Taken Outside of Bates

Students receiving a score of four or five on either the Macroeconomics or Microeconomics AP exam receive credit for ECON 150. Students receiving a score of four or five on the Statistics AP exam receive credit for ECON 250. A-Level credit: Students receiving a grade of A or B on the A-Level Economics examinations may receive credit for ECON 150. No credit is given for the O-Level examinations. International Baccalaureate credit: Students receiving a grade of six or seven in the IB HL program may receive credit for ECON 150. No credit is given for the IB SL program. Students who have failed a core economics course (ECON 101, 103, 150, 250, 255, 260, or 270) at Bates may not receive major credit for an equivalent course taken at another institution. Students planning to study abroad should consult the off-campus study section of the economics department website. Most basic questions concerning departmental study-abroad requirements are answered there. Students should then consult with the department chair concerning the acceptability of particular courses for the major.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Because of the numerous, vital, and constantly developing interconnections between economics and other social sciences, economics majors are urged to take as many courses as possible in related disciplines such as anthropology, history, politics, psychology, and sociology.

Students majoring in economics are not permitted to use the C006 Applying Mathematical Methods GEC to satisfy general education requirements.

Course Offerings

ECON 101 Principles of Microeconomics: Prices and Markets

A study of competition and monopoly, antitrust policy and public-utility regulation, determination of wages and other sources of income, income distribution, and pollution and public policy.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lewis, Lynne; Chicoine, Luke

Instructor Permission Required: No

ECON 103 Principles of Macroeconomics: Income and Employment

A survey of major economic issues in the United States, such as economic growth, employment, and inflation. Students discuss the causes and consequences of fluctuations in income, employment, and inflation, and analyze fiscal and monetary policies designed to correct them. ECON 101 is helpful preparation, but not required.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

ECON 150 Applied Principles of Economics

What is economics? This course is intended for students who want to answer that question through exposure to the basic principles of economics. Students apply these principles to a variety of topics selected by the instructor, which may include climate change, income inequality, pandemics, patents, trademarks and copyrights, poverty, and social media. The course is also intended for prospective majors and prepares students for a wide range of core and upper-level elective economics courses.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny; Lewis, Lynne; Nguyen, Linh; Shea, Paul

Instructor Permission Required: No

ECON 216 Central Banking and the College Fed Challenge

Central banks play a critical role in modern economies, including conducting monetary policy and regulating many financial markets. This course examines the structure and practice of central banks such as the Federal Reserve. Special attention is paid to the motivation behind and implementation of monetary policies. The course fields a team of five to ten students to represent Bates at the College Fed Challenge in Boston during the semester, a competition in which groups of students make a presentation about monetary economics and field questions from economists. Prerequisite(s): ECON 103 or 150.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

ECON 221 The World Economy

Trends and patterns in international trade and finance are discussed in relation to topics such as trade and growth, tariffs and trade restrictions, economic integration, and international economic cooperation and policy. Not open to students who have received credit for ECON 334 or s20. Prerequisite(s): ECON 103, 150 or 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel

Instructor Permission Required: No

ECON 222 Environmental Economics and Policy

The preservation of environmental quality and the struggle of people to improve their economic circumstances are often in conflict. This course explores the economic basis of environmental problems and examines alternative policies aimed at reducing environmental degradation. Among the topics are the deficiencies in the market system and existing property-rights system that contribute to environmental problems, cases where public intervention offers the potential for improvement, cases amenable to market-based approaches, and the public-policy tools available to promote environmental goals. Prerequisite(s): ECON 101, 150, or 260.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013, C063, C065, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lewis, Lynne

Instructor Permission Required: No

ECON 223 Law and Economics

This course introduces the use of economic methods to examine laws and legal institutions. The fundamental concepts of economics—scarcity, maximization, and marginal analysis—are used to predict the effect of legal rules on behavior, and to evaluate how well a particular rule achieves its intended end. At another level, civil law may be viewed as another system of resource allocation and wealth distribution, as the legal system is often used to craft a remedy when markets fail in their allocative role. Topics may include property law, contract law, accident law, family law, criminal law, and copyright and trademark law. Prerequisite(s): ECON 101, 150, or 260.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

ECON 231 Money and Magic: Anthropological Exploration of Contemporary Capitalism

This course examines the more magical and relational aspects of contemporary economy, markets, and capitalism. First, students examine ideas often taken for granted about nature, humans, and nonhumans that shape cultural understandings of "economy" in American capitalism. Then they explore economic practices, ideal subjects, and the production of economic "others" in contemporary capitalism(s) around the world, past and present. Through readings and use of various media (film, TikTok, Twitter, etc.) students explore how economy is cultural, relational, and ultimately a bit "magical."

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 231

Instructor: Hughes, Jen

Instructor Permission Required: No

ECON 246 Understanding Poverty: Introduction to Development Economics

This course provides an introduction to development economics and the issues that it attempts to address. The United Nations reports that one in every nine people globally suffered from hunger in 2019. The number of people living in extreme poverty stood at 736 million in 2015, down from nearly 2 billion in 1990. Why are some countries richer than others? What are the policies that help people transition out of poverty and increase their standard of living? Prerequisite(s): ECON 101 or ECON 150.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Linh
Instructor Permission Required: No

ECON 250 Statistics

Topics include probability theory, sampling theory, estimation, hypothesis testing, and linear regression. Prospective economics majors should take this course in or before the fall semester of the sophomore year. Recommended background: any introductory economics course from ECON 150-199.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): C006
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nguyen, Linh; Subramanian, Nivedhitha
Instructor Permission Required: No

ECON 255 Econometrics

Topics include multiple regression using time series and cross-sectional data, simultaneous equation models, and an introduction to forecasting. Prerequisite(s): ECON 250 and MATH 105, 106, 205, or 206.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C006
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Murray, Michael; Rakitan, Timothy
Instructor Permission Required: No

ECON 260 Intermediate Microeconomic Theory

Compares models of perfect competition and market failure, with emphasis on the consequences for efficiency and equity. Topics include consumer choice, firm behavior, markets for goods and inputs, choice over time, monopoly, oligopoly, monopolistic competition, externalities, and public goods. Recommended background: any introductory economics course from ECON 150-199. Prerequisite(s): MATH 105, 106, or 205.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): C006
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: He, Leshui
Instructor Permission Required: No

ECON 270 Intermediate Macroeconomic Theory

This study of national income determination includes movements involving consumption, saving, investment, demand for money, supply of money, interest rates, price levels, wage rates, and unemployment. Monetary policy, fiscal policy, inflation, and growth models are considered. Prerequisite(s): MATH 105, 106, or 205. Recommended background: ECON 103 or 150.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel

Instructor Permission Required: No

ECON 284 The Political Economy of Capitalism

Political economy studies the market and the state as interrelated institutions. This course examines capitalism within its political context from two complementary perspectives. Students examine the historical evolution of social scientific thinking about the economy, in the process identifying some of the central critiques and defenses of capitalism as a system of social organization. Then they consider political economy topically, addressing a series of policy challenges thrown up by capitalism and considering multiple perspectives on how those challenges should be diagnosed and addressed.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 284

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 304 Macroeconomic Finance

This course studies the interaction between macroeconomics and financial markets. The course begins with a modern perspective on money and banking, and then uses this foundation to examine a variety of financial market features that influence macroeconomic performance and policies. The majority of the long run analysis focuses on the relationship between financial development and economic growth. Short run topics include the link between investment and monetary policy, the effect of housing market features on macroeconomic volatility, borrowing and access to credit, and financial market imperfections. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 305 International Financial Stability

Global financial stability is an essential requirement to ensure sustainable world economic growth and the successful development of emerging markets. This course provides an in-depth understanding of the mechanisms and institutions that rule our international financial system. First, students take a historic look at the evolution of the international monetary system during the last century. Then they study recent failures of the system leading to global financial crises. Special attention is paid to currency, debt, and balance of payments crises. Finally, they review current policy challenges faced by developed and developing nations. Prerequisite(s): ECON 255 and 270. Recommended background: ECON 221.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel

Instructor Permission Required: No

ECON 306 Economics of Strategies in Firms and Markets

This course investigates the economics of strategies between and within firms. Students consider the applications of game theory in the realm of business practices, including basic principles of game theory, applications of game theory in business practices, and the empirical realities of business organizations. Major topics include monitoring and incentivizing employees, trust and cooperation within groups, patent races and patent adoption, and communications within and across organizations. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

ECON 307 The Economics of Pandemics

This course studies individuals' behavior using epidemiological models and tools from microeconomics. The course begins with the SIR model to analyze determinants of the spread of contagious diseases. Concepts from health economics are introduced to examine the welfare effects of pharmaceutical and nonpharmaceutical interventions. The main analysis of pharmaceutical intervention will focus on the economics of drugs and vaccines development and their effect on achieving herd immunity. The analysis of nonpharmaceutical interventions focuses on the effect of social distancing behavior (in the case of respiratory diseases) and public campaigns (in the case of HIV) on disease spread and economic outcomes. The course also considers the effect of economic policies on the spread of diseases and economic outcomes. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ECON 308 Women and Economic Development

On which margins do differences in women's and men's access to or participation in economic activities persist in low- and middle-income countries? Which policies have been successful at closing those gaps, and why? In this course, students begin by exploring gender gaps in economic development access and outcomes, why these gaps matter, and an economic basis for why some of these gaps might occur. Students then examine policies that might close or widen these gaps, and empirical evaluations of such policies using economic principles. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Subramanian, Nivedhitha
Instructor Permission Required: No

ECON 309 Economics of Less-Developed Countries

This course goes beyond descriptive statistics about developing countries to analyzing and explaining these outcomes using development economics. Particular attention is paid to the role of information and institutions in shaping markets and economic decision-making in developing country contexts. Topics may include economic history, labor and capital markets, poverty and social-assistance programs, and political economy in developing countries. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C014, C022
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Nguyen, Linh
Instructor Permission Required: No

ECON 311 Public Economics

An analysis of basic issues in the field of public finance. The course covers a wide range of topics, including the welfare implications of expenditure and taxation policies of governments, the economic rationale of governmental provision of goods and services, fiscal institutions in the United States, efficiency and

distributive aspects of taxation, effects of taxation on household and firm behavior, intergovernmental fiscal relations, and the public debt. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

ECON 313 A Tale of Two Recessions: 2008 and 2020

This seminar examines the events of the 2008 recession, as well as its causes and aftermath. Special attention is paid to the housing bubble that preceded the recession, how the crisis in the housing sector spread to the rest of the economy, and the response of monetary, fiscal, and regulatory policies. The seminar focuses both on refining students' theoretical and empirical skills, and on applying them to recent macroeconomic events. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

ECON 315 Energy Economics

In this course students develop and use tools of economic analysis to understand contemporary policy issues related to energy. This course focuses on the relationship among economics, science, technology, and energy in the public policy process. Students examine the political economy of global climate change to study this relationship. The goal is to establish a reasonable basis for understanding the science and politics of global climate change. Prerequisite(s): ECON 255, 260, and 270.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rakitan, Timothy

Instructor Permission Required: No

ECON 316 Fat Tails and Tipping Points: Climate Economics and Policy

The course explores the economic causes and consequences of human-induced climate change-the "mother of all externalities"-and potential solutions. Particular attention is paid to low probability/high damage events (fat tails), tipping points and the estimation of damages from climate change. Students use the tools of

economics to understand evaluate the effectiveness, costs, and benefits and distributional consequences of policies designed to reduce climate change. Students investigate the role of adaptation and innovation as potential climate solutions and evaluate the equity implications of climate impacts and climate policy. Only open to juniors and seniors. Prerequisite(s): ECON 250, 255, and 260.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lewis, Lynne

Instructor Permission Required: No

ECON 325 Prices, Property, and the Problem of the Commons

An analysis of water resources and fisheries economics. Topics include water allocation, scarcity and pricing, water rights, cost-benefit analysis, valuation, water markets, and problems related to common-property resources such as underground aquifers and fisheries. Economic incentives for pollution control including tradable pollution permit programs for water quality maintenance are also covered. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C063, C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lewis, Lynne

Instructor Permission Required: No

ECON 326 Economic Development and Political Economy

Economic development is often associated with spending on international aid. But independent governments are usually the primary source of spending on poverty alleviation and development within their own borders. This course examines economic development through the lens of political economy, tracing out the complex relationships between poverty, growth, markets, institutions, and political agents. Topics include institutional development and long-run growth, political agency and incentives for public goods provision, corruption, clientelism, and natural resource management.

Prerequisites are ECON 255 and ECON 260.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 331 Labor Economics

A study of human resources and the labor market. Topics include racial and sexual discrimination, theories of unemployment and job search, income distribution and poverty, Becker's new household economics, unions and collective bargaining, and government intervention in the labor market. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 335 Health Economics

The health care industry represents a rapidly growing proportion of government expenditures and the U.S. economy as a whole. This course offers theoretical and empirical analyses of health care markets and individual decisions with respect to health and health care. These issues require special consideration due to asymmetric information in insurance markets and the physician-patient relationship; uncertainty in health shocks and expenditures; and interactions among health care providers, insurers, employers, and public health insurance programs. The class considers these issues primarily in a microeconomic framework and explores econometric techniques commonly used in the study of health and health care. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): C065, C081

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 337 Behavioral Economics

The field of behavioral economics seeks to explain the economic decision-making of homo sapiens economicus, the psychologically complex, cognitively limited, emotional, social, decision-maker. This course covers major findings to date in behavioral economics and develops students' abilities to apply a behavioral perspective to models of economic choice. Students learn to interpret and critique economic research and to write clearly and concisely about topics in behavioral economics. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hughes, Jim

Instructor Permission Required: No

ECON 338 Labor Economics and Policy

An economic analysis of interactions between workers and firms. This course begins with an overview of labor supply: how do individuals decide how much to work, if at all? The bulk of the course focuses on contemporary topics in labor economics, which may include minimum wage policy, labor-market discrimination, incentive pay, occupational licensing, human capital, and unions. Emphasis is placed on empirical applications with exploration of econometric techniques commonly used in labor economics. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Smith, Austin

Instructor Permission Required: No

ECON 339 Industrial Organization

Theories of the firm are used to explain the organization of economic activity across markets and within firms. The effects of pricing behavior, merger activity, advertising, and research and development on efficiency and social welfare are examined. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: He, Leshui

Instructor Permission Required: No

ECON 341 Time Series Econometrics

This course examines the theory and application of time series econometrics. The course considers issues related to time series data including stationarity, lag structure, and endogeneity, as well as estimation techniques such as vector autoregressions, maximum likelihood, and Bayesian approaches. The course's applications primarily are related to the estimation of macroeconomic models and forecasting macroeconomic policy changes. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Riera-Crichton, Daniel; Shea, Paul

Instructor Permission Required: No

ECMA 342 Optimal Control Theory with Economic Applications

Optimal control theory unifies numerous economic problems related to the creation and use of physical capital. This course introduces optimal control theory as a tool for dynamic optimization and applies that theory to a variety of classic economic problems involving capital. Among the economic problems examined are optimal use of a renewable resource, optimal use of a nonrenewable resource, and optimal economic growth when growth begets pollution. The course includes formally proving Pontryagin's maximum principle, which characterizes dynamic optima, in the special case context of common economic problems. Prerequisite(s): MATH 205, 206, and one economics course.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Murray, Michael

Instructor Permission Required: No

ECON 343 International Finance

A study of the macroeconomics of international economics. The course covers topics in international finance and open-economy macroeconomics, including foreign exchange markets, exchange rate determination and regimes, purchasing power parity, balance of payments, the international capital market, and financial globalization. This course is designed to help students understand the main implications of increasing integration of the world economy. Students learn fundamental theories in the analysis of international macroeconomics, review related empirical evidence, analyze current international macroeconomics issues, and evaluate policy options. Prerequisite(s): ECON 255 and 270.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 348 Urban Economics

Microeconomic tools are applied to analyze cities. Among the topics are the spatial structure of cities, trends in urban development in the United States, urbanization and African development, industrial and residential location choices, rent control, housing subsidies, squatter settlements, racial segregation, and urban finance. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): C057

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

DCEC 368 Big Data and Economics

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Since econometrics addresses challenges in estimation such as sample selection bias and treatment effects identification, the discipline is well-suited for the analysis of large and unsystematically collected datasets. This course introduces statistical (machine) learning methods, which have been developed for analyzing such datasets but which have only recently been implemented in economic research. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge in the numerous domains where large volumes of data are rapidly accumulating.

Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 368 Data Science for Economists

Economics is at the forefront of developing statistical methods for analyzing data collected from uncontrolled sources. Because econometrics addresses challenges such as sample selection bias and treatment effects identification, the discipline is well-suited to analyze large or unstructured datasets. This course introduces practical tools and econometric techniques to conduct empirical analysis on topics like equality of opportunity, education, racial disparities, and more. These skills include data acquisition, project management, version control, data visualization, efficient programming, and tools for big data analysis. The course also explores how econometrics and statistical learning methods cross-fertilize and can be used to advance knowledge on topics where large volumes of data are rapidly accumulating. We will also cover the ethics of data collection and analysis. Prerequisite(s): ECON 255 and ECON 260 or 270.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 368

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 372 Experimental Economics

This course presents the methodology of experimental economics, and the various findings obtained by analyzing markets, human rationality, and human social behavior. Throughout the course students

participate in a range of classroom experiments and propose their own experimental design. Prerequisite(s): ECON 255 and 260 or 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ECON 373 The Economics of Crime, Punishment, and Rehabilitation

This seminar explores a rational choice basis for understanding criminal behavior. Rather than framing the behavior of individuals involved in crime as fundamentally different from our own, students consider how environmental, economic, and legal constraints and incentives lead to criminal activity that is individually rational. Students examine empirical evidence of the effectiveness of justice reforms and use it to further understand the role of rational choice in criminal behavior, along with its limitations. Students also engage in community partnerships to directly observe the legal environment and better connect theoretical applications to the institutional and cultural setting. Prerequisite(s): ECON 255 and 260.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kurzfeld, Jonny

Instructor Permission Required: No

ECON 456 Senior Thesis Seminar

Building on experience from previous economics courses, students in this course produce new independent research. They consider advanced topics in fields related to the instructors' expertise. Prerequisite(s): two 300-level economics courses.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

ECON 457 Senior Thesis

Prior to entrance into ECON 457, students must submit for approval a thesis proposal based on work done in a nonintroductory course. Students enroll in ECON 457 in the fall. Honors thesis writers enroll for both ECON 457 and ECON 458. Prerequisite(s): at least two 300-level economics courses.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

ECON 458 Senior Thesis

A continuation of ECON 457 and designed for students completing an honors thesis. Students must submit for approval a thesis proposal based on work done in a nonintroductory course. Prerequisite(s): ECON 457 and at least two 300-level economics courses.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

ECON S21 Renewable Energy in Maine and New England

In examining renewable energy in Maine and New England, students consider what “counts” as renewable energy and why, as well as the environmental, economic, and institutional tradeoffs involving renewables investment. The course includes up to three day-long trips to locations such as the Shawmut Dam in Skowhegan, the hydroelectric project in Lisbon Falls, community solar farms in the Portland and Augusta areas, land trusts in Maine’s Downeast counties, and wind turbine installations. Students interact with guest speakers and prepare a presentation on the impacts of renewable energy policies. Grading is participation- and presentation-based.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Rakitan, Timothy
Instructor Permission Required: No

ECON S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ECON S51C Environmental Economics - Inclusive Pedagogy Re Design

This course is part of the inclusive pedagogy (re)Design program. In this course students will develop and test materials for an new course offering, an introductory economics course focused on environmental economics.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

Education

Associate Professors Buck (co-chair) and Tieken (co-chair); Senior Lecturer Charles (co-chair); Visiting Instructor Wallace; Lecturer Sale (co-chair)

The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of education in the United States and internationally. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling and the social structures and cultural processes that constitute the broader context for education. In particular, the department aims to nurture in students the development of these qualities:

Critical action and civic responsibility: The department wants students to develop a sense of social responsibility and concern for the common good, and so encourages them to become involved in the local community and beyond through fieldwork, community-engaged learning projects, policy analysis, student teaching, and empirical research.

Reflection and engagement: In the department's vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.

Imagination and a passion for learning: With imagination, a passion for learning, and the skills and knowledge they develop, students are well-prepared to pursue their interests in education.

Commitment to social justice: Throughout the program, students are encouraged to recognize and address the influence of social context on the democratic possibilities of schooling.

Because education itself is an interdisciplinary area of study, the education department offers courses that attract students with a variety of interests. Some pursue educational studies as part of their exploration of liberal arts at Bates. Some want to teach immediately after they graduate from Bates or following graduate study. Others link their interest in social institutions, public policy, community, or families and children to a direct and deeper understanding of schools and schooling. Many students simply want to know more about education so that they can be better prepared to fulfill their future roles as citizens and parents. To encourage the integration of theory and practice, most education courses require a field placement in a local school or community setting. Students are expected to reflect systematically on the larger questions surrounding educational structures and practices raised through field experiences.

More information is available on the [Education department website](#).

The Bates Department of Education offers two minors in education: teacher education and educational studies. For both minors, students are required to take EDUC 231 (Perspectives on Education). This course introduces students to the field through foundational perspectives that stimulate further interest in education; it is open to first-year students. Students interested in declaring a minor in education are encouraged to come to information sessions offered twice during the academic year and to make appointments with education faculty for early planning and advisement.

Teacher education offers graduates the ability to complete certification as public school teachers (7–12) in several disciplines including English, social studies, science, mathematics, modern languages (K–12), and art (K–12). The program is approved by the Maine State Board of Education, and students who are Teacher Ed program completers gain opportunities to teach through reciprocity with approximately forty-five other states. Some students may choose to enroll in the teacher education program even if they are interested in

teaching or working in non-public institutions where certification is not required, because they gain significant experience in the classroom and in school settings.

Educational studies offer students the opportunity to pursue a set of interdisciplinary courses that are designed around students' emerging interests in education policy practice, theory, and research.

Students who wish to pursue a minor in education in either teacher education or educational studies should begin planning their course schedules no later than the sophomore year. With early planning they will be able to meet all of the requirements for a major and minor and to spend some time in off-campus study as well. Those students interested in the Teacher Education minor need to think about how to balance the demands of student teaching in their senior year with their course work and thesis.

Teacher Education Minor Requirements

Requirements for the College's recommendation for certification in Maine:

1. Education Courses

Complete the following courses:

- EDUC 231 Perspectives on Education
- EDUC 362 Basic Concepts in Special Education
- EDUC 274/PSYC 274 Educational Psychology OR PSYC 240 Developmental Psychology

Senior sequence of student teaching and coursework:

- EDUC 460 Student Teaching I (Fall)
- EDUC 447 Curriculum and Methods (Winter)
- EDUC 448 Senior Seminar in Teacher Education: Reflection and Engagement (Winter)
- EDUC 461 Student Teaching II (Winter)

2. Subject Matter

Complete 8 courses in the chosen subject matter for teaching (i.e. mathematics, English, social studies, physical science, life science, art, modern language).

3. Degree Requirements

Fulfill the College's General Education and other degree requirements

- ### 4.
- Fulfillment of state requirements, including fingerprinting. Licensing teachers is a state function; requirements differ from state to state. Students interested in certification should consult with a faculty member as early as possible to plan for required course work. Applications must be complete by March 1 of the sophomore year.

Education Studies Minor Requirements

A student choosing this option must complete seven courses, one of which may be from outside the department.

1. Education

Complete the following courses:

- EDUC 231 Perspectives on Education
- EDUC 450 Seminar in Educational Studies, taken in the senior year

2. Additional Courses

Complete five additional courses, four of which must be Education courses (or courses cross-listed with Education) and only one of which may be a Short Term course.

First year seminars may not count toward the minor.

Courses Taken Outside of Bates

Most education courses require at least thirty hours of field experience in educational settings or fieldwork related to education more generally, such as research on policy. Students may apply to have an off-campus program or course count as one of the six required education courses. These requests require the prior approval of the education faculty.

Short Term Courses

Students may count only one Short Term course toward the Education Studies minor.

Pass/Fail Policy

Pass/Fail grading may be elected for courses applied toward the minor.

Other Considerations

Title II "Report Card." An amendment to Title II, Higher Education Act (HEA), requires that states and institutions with teacher-preparation programs annually report to the public the pass rates of participants on assessments for teacher certification. Maine no longer requires Praxis testing for successful completers of state-approved Teacher Education programs. Bates enrolls between 2 and 15 seniors in this program each year, with a faculty ratio of no more than 6:1, but typically no more than 4:1. The current requirement for clinical experience in the program is 450 hours. Further information about the program is available from departmental faculty and staff.

Course Offerings

EDUC 221 Theory and Practice of Writing and Tutoring

This course explores the intersection of thinking, learning, and writing, and in particular, the teaching and tutoring of writing. Students consider their own histories and perceptions of writing while expanding their understanding of writing and tutoring as practices, as fields of research, and as potential sites of social justice and antiracism. Through various collaborative and research activities, including preparing a panel presentation, tutoring philosophy, and electronic portfolio, students will critically examine writing center research and history, as well as theories and practices of language justice, peer-led learning, and critical thinking. Students apply course content by engaging their peers and faculty in other writing-intensive courses. Those who successfully complete the course will receive the title of Writing Fellow and be excellent candidates for positions as writing tutors with ARC.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fullerton, Bridget

Instructor Permission Required: No

EDES 222 Community Writing and Gardens

In this course, students practice community literacy by reviewing literature about education in school and community gardens, engaging in creative writing workshops, developing and conducting workshops in Lewiston-Auburn community gardens, and drafting reports about next steps for community literacy projects in area gardens, including a study of sites on campus for garden-based learning. The course culminates with a celebration of community literacy that includes work written by Bates and local K-12 students and a community meal of local food.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wade, Stephanie

Instructor Permission Required: No

EDUC 231 Perspectives on Education

This course introduces students to foundational perspectives (anthropological, historical, philosophical, psychological, and sociological) on education and helps students apply these perspectives to contemporary schools and classrooms. The course considers several large questions: What should be the purpose of education in a democratic society? What should be the role of the school? Who should participate in making decisions about schools? In what ways do schools reflect and perpetuate larger social inequities, and, alternately, how can they contribute to a more just and inclusive society? Students must complete at least thirty hours of fieldwork.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C004, C008, C021, C030, C084, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

EDUC 235 Teaching in the Sciences

We all possess an innate curiosity about the natural world, especially during childhood. This course explores the excitement and challenges of teaching sciences in the traditional classroom setting and experientially through lab and outdoor experiences. Through readings, conversation, research, writing, practice, and field placement in local schools, students approach the teaching of science as visionaries whose classrooms are ones of imagination, curiosity, investigation, and skepticism. A thirty-hour field placement in a local school is required. Recommended background: math or science majors preferred. A previous education class is recommended.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C030, C084, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

EDUC 242 Race and Justice in American Education

This course considers how racial identity, class, culture, and privilege intersect with education systems and structures to shape students' schooling experiences and academic outcomes. Through readings, discussion, projects, and fieldwork, students explore several questions: What are race and racism, and how do they matter to education? How has the U.S. tradition of racially segregated and unequal schooling played out historically? What are the effects of that legacy for children and for society today? And how do schools currently work to address opportunity gaps? Topics covered include bilingual education, tracking, and access to higher education. A thirty-hour field experience is required. Recommended background: EDUC 231.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C008, C030, C037, C041, C084, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): SOC 242
Instructor: Tieken, Mara
Instructor Permission Required: No

EDUC 255 Adolescent Literacy

This course examines various perspectives on and issues in adolescent literacy in today's middle and high schools, focusing primarily on critical sociocultural frameworks for the study of current practices and beliefs. Topics include not only what we mean by literacy, but also how youths today make meaning within various discourse communities and contexts. Topics include multiple literacies, literacy across the curriculum, the influence of complex technologies, diverse learners, and current policies and paradigms influencing instruction. This course interweaves theory with practice through a required thirty-hour field placement in a local middle or high school. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C084, C085, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

EDUC 263 Comparative and International Education

This course explores education across international contexts. Students reflect on similarities and differences in educational systems around the world, and understand that institutional practices reflect social, cultural, and national ideologies. Students evaluate educational systems against international standards and outcomes, and consider relationships among schooling, society, and development. Topics include global aims, policies, and outcomes; learning environments and pedagogies; and issues of equity across class, gender, race, ethnicity, and dis/ability. Additionally, students engage in research on an educational system of one country from among a selection of choices representing different regions of the world. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

EDUC 265 Teaching through the Arts

In this course students explore interdisciplinary approaches to integrating the arts into all subjects in schools. Students consider methods and models of utilizing the arts in educational settings as well as theories of creativity. Class sessions include large- and small-group work, participatory experiences, lectures, group discussions, and student-led activities and presentations. A thirty-hour field placement in a local school is required. Recommended background: EDUC 231.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C011, C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

EDUC 274 Educational Psychology

Students explore the contributions of psychological science to the study and practice of education and learn how education provides a unique context for psychological science research. How can developmental psychology theories apply to education? What does research say about effective and ineffective ways to support motivation? What role does motivation play in learning? What are the applications of developmental and cognitive psychology for learning and instruction? How can empirical research in psychological science be used to debunk popular myths? What are the challenges in translating psychological research to educational practice? A thirty-hour field placement experience is required. Prerequisite(s): EDUC 231 or PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 274

Instructor: Snyder, Kate

Instructor Permission Required: No

EDUC 290 Internship in Education

In this course, students engage in immersive, yearlong internships in the field of education. Internships occur in local schools and organizations and feature close collaboration between community partners, the college's education department, the Bates Center for Purposeful Work, and the Harvard Center for Community Partnerships. Internships are offered in a range of subfields including but not limited to educational policy, leadership, administration, after-school programming, nonprofit management, advocacy and activism, research, higher education administration, and early childhood education. Recommended background: EDUC 231. *F-1 visa holders are not eligible for this course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008, C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

EDUC 343 Learning and Teaching: Theories and Practice

Students explore teaching with an emphasis on reflective practice. They consider various theories and research on instructional design, culturally responsive teaching, learning, and educational philosophy. This knowledge serves as a basis for critically examining curriculum, classroom practice, and the roles of teachers

and students in today's schools. Students apply what they learn by creating a mini-curriculum unit and teaching a lesson in a local classroom. The teaching fulfills part of the required thirty-hour field experience for the course. Recommended background: EDUC 231 and 362.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C004, C021, C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sale, Bronwyn

Instructor Permission Required: No

EDUC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EDUC 362 Basic Concepts in Special Education

Students learn the legal requirements (IDEA, ADA) for providing special services to, and the characteristics of, students who need additional support to learn. They explore a variety of strategies and modifications teachers can use to help students with various learning differences, styles, and abilities succeed in the mainstream classroom. They critically examine how differences in students' gender, cultural, socioeconomic, racial, and ethnic backgrounds affect the quality of the education they receive. A thirty-hour field experience is required. Because this course is required for certification as a teacher in Maine, it is also required for Bates students pursuing the minor in Teacher Education. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita

Instructor Permission Required: No

EDUC 378 Ethnographic Approaches to Education

This course provides an introduction to fieldwork for those planning to conduct qualitative research for a thesis in the social sciences. Ethnography focuses on the daily lives and meaning-making processes of people who associate regularly in local networks, institutions, or communities. Ethnographers observe, interview, and participate in the routine activities of the people they study. They also explore the connections between locally situated activity and broader realms of symbolic meaning and social organization. This course introduces students to interpretive methods with which to examine the webs of meaning that give shape to educational spaces. Through active engagement in empirical research in educational settings across the Lewiston-Auburn community, students grapple with theoretical assumptions, procedures, and standards of quality in ethnographic research. A thirty-hour field experience is required.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C017, C026, C030, C062, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

EDUC 379 Understanding Migration to Maine

In this course, students learn about lesson plan design and place-based, project-oriented approaches to teaching contemporary social issues utilizing local migration as a fund of knowledge for the classroom. Since the turn of the twentieth-first century, Maine has welcomed thousands of new Americans. Why did these new residents leave their nations of origin or choose to make Maine their home? What are their lives like now? Students explore these questions through readings, discussion-oriented seminars, and community-engaged learning; they guide Maine youth to do the same by producing lesson plans honoring recent immigrants' struggles and accomplishments. Recommended background: EDUC 231.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

EDUC 380 Education, Reform, and Politics

The United States has experienced more than three centuries of growth and change in the organization of public education. This course examines 1) contemporary reform issues and political processes in relation to school, research, legal, policymaking, and student/family constituencies and 2) how educational policy is formulated and implemented. The study of these areas emphasizes public K-12 education but includes postsecondary education. Examples of specific educational policy arenas include school choice (e.g., charter schools, magnet schools, and vouchers), school funding, standards and accountability, and college access. A thirty-hour field experience is required. Prerequisite(s): EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EDUC 280, SOC 280, SOC 380

Instructor: Tieken, Mara

Instructor Permission Required: No

EDUC 390 Discipline, Race, and Schooling

French philosopher Michel Foucault said that schools "serve the same social functions as prisons and mental institutions: to define, classify, control, and regulate people." We have all spent enough time in schools to understand this sentiment viscerally. Yet, depending on race and other ascribed social identity categories, we have experienced the disciplining potential of schools in starkly different terms. In this course, students examine racial disproportionality in rates of exclusionary discipline and ask how the more recent shift toward restorative approaches impacts black and brown students. Recommended background: EDUC 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C041, C084

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

EDUC 447 Curriculum and Methods

In this course students expand and further develop the concepts and skills needed to understand curriculum design and teaching methodologies in their subject area. The course is integrated with the seminar (EDUC 448, taken concurrently), allowing students to plan, develop, teach, and evaluate their own curriculum units. At the same time, students also reflect on questions in curriculum and instruction, such as: How can teachers work within the context of mandated standards to create their own curriculum? What are the central goals of curriculum and instruction in schools? How might assessment and evaluation be developed and implemented in ways that support and respond to all learners? What strategies and methods best match certain subject areas to enhance meaningful learning? Prerequisite(s): EDUC 231, 362 and 460.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

EDUC 448 Senior Seminar in Teacher Education: Reflection and Engagement

The seminar supports students as they reflect upon and engage with their experiences as teachers. Students refine their own philosophies of education and build on these philosophies to plan and teach classes in their placement. The seminar provides opportunities to critically and creatively reflect on, develop, and refine effective practices, and addresses essential questions such as: What does good teaching look like? How do I plan lessons to ensure the engagement and success of all students? Why is it important to be a reflective practitioner? Candidates complete a state-mandated portfolio that demonstrates an understanding of the knowledge, skills, and dispositions expected of those entering the teaching profession. Prerequisite(s): EDUC 231, 362, and 460.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

EDUC 450 Seminar in Educational Studies

In this capstone course students explore the question: What is the purpose of education? Course assignments and class discussion allow students to reflect upon and synthesize material introduced in previous education courses, courses in related fields, and their field experiences. Students produce and present a culminating collaborative project. This course does not have a required field work component. Prerequisite(s): EDUC 231 and three additional courses in education. Open to seniors only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: No

EDUC 460 Student Teaching I

EDUC 460 is an intensive field experience in secondary education. Students begin by observing a cooperating teacher in their academic field, spending one or two class periods each day in a middle or high school. Through a carefully scaffolded experience, students begin developing and teaching lessons and units. They are guided and supported by their cooperating teachers and a Bates faculty supervisor. Students meet for seminar sessions at Bates to address conceptual methods and models of teaching and instructional design. Students begin to move toward proficiency in four areas of practice: curriculum, instruction, and assessment; classroom management, interactions, and relationships; diversity, equity, and inclusion; time management and organizational skills. Prerequisite(s): EDUC 231 and 362. Course includes a 60 hour field placement.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

EDUC 461 Student Teaching II

This course continues and deepens the student teaching experience begun in EDUC 460. Students spend full school days (M-F) in a local middle or high school, taking responsibility for planning and teaching at least three courses in partnership with their cooperating teacher. Students meet with, and are observed and supported by their cooperating teacher and Bates faculty supervisor. Integrated into curriculum and methods (447) and the Bates seminar (448), students spend extensive time planning and teaching lessons and units. Prerequisite(s): EDUC 231, 362, and 460.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Charles, Anita; Sale, Bronwyn; Tieken, Mara

Instructor Permission Required: Yes

EDUC S19 Teaching and Tutoring Writing (With) Power

This course explores the intersection of thinking, learning, and writing, and in particular, the teaching and tutoring of writing. Students receive the training and background necessary to engage students as writers, and to partner with faculty in the teaching of writing. Students explore writing across the curriculum (WAC), rhetoric and composition, writing center theory, peer-led learning, assignment design, active learning, and critical thinking. The course incorporates both seminar and practicum elements: students discuss readings drawn from the literature on writing centers and WAC, and apply the content of the course by supporting high school student writers in a thirty-hour field experience.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EDUC S21 Interdisciplinary Curriculum and Methods

In this course, we will examine the various approaches to interdisciplinary curriculum and instruction utilized in k-12 schools such as: concept-based education, expeditionary learning, STEM, arts integration, humanities, and creativity education. In addition to critically examining a variety of interdisciplinary models, students will apply what they learn by designing curricular components that utilize works from the

permanent collection at the Bates Museum of Art in partnership with the Curator of Education and local teachers. Prerequisites: EDUC 235, EDUC 265, EDUC 274, or EDUC 343.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C030, C084
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Sale, Bronwyn
Instructor Permission Required: No

EDUC S26 Qualitative Methods of Education Research

Policymakers and practitioners often rely upon rich descriptive data to inform their understandings of schools and students. This sort of ethnographic, qualitative research typically involves observation and interviewing. This course introduces students to these methods, exploring the fundamentals of research design, data collection, and data analysis. Students consider questions concerning validity, positionality, and the ethics of qualitative research. Working in partnership with a local school or organization, students carry out a community-engaged qualitative research project, articulating research design, conducting observations and interviews, analyzing data, and presenting results. A thirty-hour field experience is required.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C012, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Tieken, Mara
Instructor Permission Required: No

EDUC S27 Literacy in the Community

The field of "new literacy studies" calls into question the traditional emphasis upon discrete reading and writing skills. In an expanded definition scholars place literacy within anthropological and cross-cultural frameworks that consider reading and writing practices within families, communities, and cultures. This course introduces students to the literature of new literacy studies and educational anthropology in conjunction with a thirty-hour service-learning placement in the Lewiston area. The course also offers an introduction to English Language Learning pedagogy. Students are asked to investigate the impact culturally informed knowledge and experience have upon the literacy practices of those community members with whom they work closely.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C008, C030, C062, C084, C085, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Buck, Patti; Charles, Anita
Instructor Permission Required: No

EDUC S32 (Don't) Say Gay: LGBTQIA+ Education in the United States

In April 2022, Florida became the first state in over twenty years to prohibit the teaching of LGBTQIA+ inclusive curricula in schools. Since then, similar bans have been put in place or are expected to follow in Ohio, Tennessee, Kansas, and Indiana. These newcomers join a coterie of states with preexisting restrictions including Texas and Mississippi. By contrast, Connecticut, Nevada, New Jersey, Illinois, Oregon, and Colorado have introduced and in some cases mandated LGBTQIA+-affirming curricula. In this course, students explore the divisive politics of teaching about queer identity, history, and experience in K-12 schools. They familiarize themselves with research on the impact of gender- and sexuality-conscious policy and practice on American youth. The course has a required field placement component in which LGBTQIA+-affirming pedagogy is practiced. Students are expected to develop and demonstrate competency in evidence-based, best practices in working with queer youth.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C009, C030

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Buck, Patti

Instructor Permission Required: Yes

EDUC S51B Short term innovative pedagogy program: Revising Perspectives on Education

In this course, the instructor and students will work together to redesign Professor Tieken's Perspectives on Education class. This course is a part of the Short Term Innovative Pedagogy Program.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C008, C012, C030, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tieken, Mara

Instructor Permission Required: Yes

English

Professors Dillon, Federico (chair), Nayder, and Pickens; Associate Professors Freedman and Osucha; Assistant Professors Adkison and Hardy; Lecturer Anthony; Visiting Lecturers Cornelius and Navicky

Through a wide range of courses offered in English, students develop the ability to read closely and to engage in skilled textual analysis. They gain a sense of diverse literary histories and an understanding of literary genres. Deepening their engagement with literature, they formulate and test questions about texts and compare them critically. Students learn to recognize the strengths and weaknesses of critical sources, methods, and interpretations and to negotiate among them. Discussions and course work require students to develop their own ideas about texts and to present persuasive arguments in an articulate, responsive, and insightful manner, in both speech and writing. The English major prepares students for careers such as teaching, publishing, and writing, for graduate study in literature, and for graduate programs leading to the study or practice of medicine, law, public health, bioethics, and library science.

Departmental offerings are intended to be taken in sequence. Courses at the 100 level are open to all students. Courses at the 200 level are more difficult in both the amount of material covered and the level of inquiry; they also address questions of theory and methodology in more self-conscious ways. Most 200-level courses have prerequisites. Seminars at the 300 level are generally for juniors and seniors who have completed several English courses (the latter requirement may be waived at the discretion of the instructor for certain interdisciplinary majors).

More information is available on the [English department website](#).

Major Requirements

The English major without the Creative Writing concentration consists of 11 courses. Two courses may be taken at the 100-level and the remaining courses must be at the 200-level or above.

1. Critical Methods

Complete the following course:

- ENG 296 Methods and Modes of Literary Study

The critical methods course (ENG 296) is a prerequisite for the senior thesis. Students are strongly advised to take the methods course in their second year.

2. Literature before 1800

Complete at least three courses designated with the (English: Pre-1800) attribute.

One course must be medieval.

3. Literature after 1800

Complete at least three courses designated with the (English: Post-1800) attribute.

4. Race, Ethnicity, and Diasporic Literature

Complete at least two courses designated with the (English: R, E, DL) attribute.

5. Junior-Senior Seminar

Complete at least two courses from the following:

- ENG 395C Literatures of Oceania/Pacific
- ENG 395D Gender and Species
- ENG 395E Medieval Romance
- ENG 395G Autofiction
- ENG 395H King Lear
- ENG 395I Literary Imagination and Neuro
- ENG 395J Frontier & Border in U.S. Lit.
- ENG 395K The Arctic Sublime
- ENG 395L Utopia/Dystopia Fiction
- ENG 395O Cinema's Inner World
- ENG 395Q Literature and Affect Theory
- ENG 395R Gothic Bodies
- ENG 395S 1970s U.S. Culture
- ENG 395T African American Lit Criticism
- ENG 395U Postmodern Novel
- ENG 395W Advanced Early Modern Studies
- ENG 395Z Curb Your Enthusiasm

Must be taught by English faculty.

6. Senior Thesis

Complete one from the following:

- a. One-semester Thesis
 - ENG 457 Senior Thesis
- b. Two-semester Thesis
 - ENG 457 Senior Thesis
 - ENG 458 Senior Thesis

7. Additional Courses (if applicable)

For students not electing the option of a creative writing concentration, the eleven courses required for the major include the senior thesis and ten other courses, one or two courses of which may be taken at the 100-level, with the remaining taken at the 200-level and above.

Major & Creative Writing Concentration Requirements

English majors who wish to write a creative thesis first complete the introductory and advanced workshops in either fiction or poetry, and broaden their workshop experience through the completion of a third workshop outside of their chosen genre. Requirements are the same as those for the English major, with the following additions and specifications:

1. Introductory Workshop

Complete at least one course from the following:

- ENG 291 Fiction Writing
- ENG 292 Poetry Writing

2. Second Introductory Workshop

Complete at least one course from the following:

- ENG 242 Screenwriting
- ENG 291 Fiction Writing
- ENG 292 Poetry Writing
- ENG 293 Creative Nonfiction Writing
- ENG 395G Autofiction
- THEA 240 Playwriting

A second introductory workshop that is not the course chosen for the first workshop.

A full-term or intensive summer writing workshop undertaken elsewhere. Requests for such substitutions must be made in writing to the chair, and include a syllabus and portfolio.

3. Advanced Workshop

Complete the following courses:

- ENG 391 Advanced Fiction Writing
- ENG 392 Advanced Poetry Writing

This workshop should follow the student's chosen genre.

4. Allied Courses

Three allied courses in the student's chosen genre, often from among those taken to satisfy the major, in the English department or in the literature of another language, which will be useful to the student's development as a writer, chosen in consultation with their advisor.

5. Manuscript Thesis

A thesis, undertaken during either one or, by approval, two semesters, consisting of a single cohesive manuscript in the chosen genre, or a closely-related hybrid genre.

Majors who elect the creative writing program count one of the writing courses toward fulfillment of the English major requirements, as well as the allied literature courses, and thesis. Thus, the usual number of courses required for the English major and the creative writing program is 13. Students who elect to complete their second introductory workshop through Autofiction (ENG395G) may take 12.

Senior Project Description

The thesis should comprise the best work brought, through intensive revision, to final form during the semester(s) spent working on the project. Theses may include revised developments of work first drafted in previous seminars or workshops, but should consist mainly of new work drafted and revised during the project. A copy of the original previous work should be provided to the thesis advisor if a student plans to draw on it in this way.

Critical Theses:

Students undertaking a critical thesis:

1. Should consider the work they have done at the 200- or 300-level as generative ground for their thesis, identifying a set of texts and/or topics that grow out of the coursework they have completed in the Department. Students are encouraged, with approval of their advisor and the instructor, to select the “thesis through seminar” option, using one of their two required junior-senior seminars as an anchor for their thesis work. This option permits students to get the thesis (and W3) requirement while simultaneously getting credit for the seminar.
2. Must submit a proposal to the department, outlining their rationale (including relevant bibliography) for the project. Once the proposal is approved and assigned to an advisor, the student and advisor begin devising a working schedule for the project. Please take note: your thesis advisor must be a faculty member in the department whose research expertise aligns with the topic and methodology of your thesis.
3. Should note that critical theses should be a minimum of 20 pages to be considered for passing credit; many theses will be longer, depending on the complexity of the topic and at the discretion of the advisor.

Honors

With departmental approval, students may write a two-semester honors thesis in the senior year. Majors who wish to present themselves as potential honors candidates are encouraged to register for at least one junior-senior seminar in their junior year. Majors who elect to participate in a junior-year-abroad program and who also want to present themselves as honors candidates must submit evidence of broadly comparable course work or independent study pursued elsewhere; such persons are encouraged to consult with the department before their departure or early in their year abroad. Toward the end of their junior year, all prospective honors candidates must submit a two-page proposal and a one-page bibliography; those wishing to write a two-semester creative thesis must submit a one-page description of a project and a substantial writing sample.

Creative Theses:

Although most creative theses are composed in the genres of either fiction or poetry, it may be possible to write a thesis in creative nonfiction or a hybrid genre. The length and nature of such a project is determined by the student and their advisor.

The broad outlines of expectation for one or two-semester creative theses are as follows:

- One-Semester Poetry: At least fifteen, but not much more than twenty poems. A preface of ca. ten pages should discuss craft, influences, and intentions.
- One-Semester Fiction: At least forty, but not much more than sixty pages of fiction. A preface of ca. ten pages should discuss craft, influences, and intentions.
- Two-Semester Poetry: At least twenty-five, but not much more than thirty poems. A preface of ca. ten pages should discuss craft, influences, and intentions. A public presentation (reading) from the work, delivered at the Mount David Summit in their senior year, is optional but strongly encouraged.
- Two-Semester Fiction: At least seventy, but not much more than 100 pages of fiction (e.g., stories or novella). A preface of ca. ten pages should discuss craft, influences, and intentions. A public presentation (reading) from the work, delivered at the Mount David Summit in the senior year, is optional but strongly encouraged.

- Two-semester creative theses may be read for approval and comment by the advisor and another member of the Bates faculty, not necessarily a member of the English department. Thesis authors seeking a second reader are responsible for securing such an agreement. Responsibility for assignment of a final grade rests with the thesis advisor.

Students undertaking a creative thesis:

1. Have successfully completed the three workshop courses required by the program. Students who have not yet done this, for reasons of off-campus study, for example, may undertake a creative thesis provided they take the remaining required writing course(s) by the end of senior year.
2. Must submit a proposal to the department, requesting the opportunity to write a creative thesis and delineating their vision for the project. Once the proposal is approved and assigned to an advisor, the student and advisor begin devising a working schedule for the project.

There is no honors designation for a creative thesis, but students may apply to write for two semesters, registering for ENG 457 and ENG 458, so long as they have completed the advanced workshop in their chosen genre before the fall of their senior year, or are otherwise approved to write for one full year.

If the two-semester request is approved, the student proceeds with the understanding (as with English Department honors projects) that the advisor's assessment of the work produced during the fall semester, and the student's adherence to deadlines determine if the project goes forward beyond the end of fall semester. The creative writing committee, composed of those faculty engaged in teaching workshop courses that year, may decide that a thesis should be completed by the end of the fall semester, or it may also grant an advisor and student request to extend a thesis into a two-semester project.

The department expects many creative theses to be completed in one semester, with most students using the advanced workshop to develop the foundation for their creative thesis.

Courses Taken Outside of Bates

Students may receive no more than two credits for semester-abroad courses, and, normally, no more than two credits for yearlong study-abroad courses. Under special circumstances, and upon written petition to the English department, students studying off campus for the year may receive credit for three courses. One course credit is granted for Advanced Placement scores of four or five. However, such credits count only toward overall graduation requirements, not toward the 11-course major requirement in English.

Short Term Courses

English Short Term courses may be counted toward the major at the discretion of the course instructor. A first-year seminar taught by a member of the English faculty may count toward the English major as a 100-level course, at the instructor's discretion. Students not pursuing the creative writing concentration may count one course in creative writing toward the major.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses counting toward the major.

Other Considerations

Students planning to do graduate work — whether an M.A. or Ph.D. or an M.F.A. in creative writing — should seek advice early concerning their undergraduate program, the range of graduate school experience, and vocational options. Most graduate programs require reading proficiency in two other languages, so it is strongly recommended that prospective graduate students achieve at least a two-year proficiency in a classical (Latin, Greek) or modern language.

Course Offerings

ENG 102 Introduction to Early Modern Literary Studies

An introduction to early modern literary studies. Special attention will be paid both to the skills needed for all literary analysis, as well as to topics, genres, authors, and themes particularly resonant in English literature from 1500-1800. These topics may include (but are not limited to): the role of queer genders and sexualities across early modern English poetry; the relationship between history and theoretical approaches to literature; intertextuality in early modern poetry; the relationship between literature and coloniality, imperialism, and a burgeoning global perspective.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cornelius, Jeremy

Instructor Permission Required: No

ENG 104 Introduction to Medieval English Literature

This course offers an introductory survey of the literature produced in England between 800 and 1485, from Anglo-Saxon poetry through the advent of print. Major texts include pre-Conquest poetry and prose (such as Beowulf and the Anglo-Saxon Chronicle), early Middle English romance, post-Conquest lyric and narrative verse (including Chaucer), the fourteenth-century alliterative revival, Arthurian romance, drama, chronicles, and personal letters. Designed for nonmajors and prospective majors, the entry-level course provides a foundation in critical thinking about literary history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): CMS 104

Instructor: Wright, Myra

Instructor Permission Required: No

ENG 105 9/11 in Literature and Film

This course examines a wide range of literature, film, and other art that represents the September 11 attacks and their aftermath. Students consider the many ways in which ideas of national belonging intersect with practices of racial and other exclusions in the public cultures of mourning and memorialization that frame the idea of "9/11." Although the focus is on texts that engage with concepts of post-9/11 American culture, students also consider these events and their meanings in global contexts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C029, C037, C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None
Instructor: Osucha, Eden
Instructor Permission Required: No

ENG 109 Foundations of English Literature

This course introduces students to the major genres, critical approaches, and topics in the field of literary study.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Seniors
Cross-listed Course(s): None
Instructor: Federico, Sylvia
Instructor Permission Required: No

ENG 113 Theory of Narrative

The novelist E. M. Forster distinguished between "the king died and then the queen died," which is a story, and "the king died, and then the queen died of grief," which is a plot. How does the causal meaning of "then" explain narrative? Narratology provides a theory of reading that crosses literary criticism, neuroscience, and philosophy of law. This course, in examining causality, agency, event, and temporality, also may pursue recent questions that ask what role narratives play in understanding self, consciousness, and cognition and emotion.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Freedman, Sanford
Instructor Permission Required: No

ENG 114 Introduction to African American Literature I: 1600-1910

This introductory course traces the development of a distinct African American literary tradition from the Atlantic Slave Trade to 1910. Students examine music, orations, letters, poems, essays, slave narratives, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition?

Modes of Inquiry: None
Writing Credit: None
GEC(s): C037
Department/Program Attribute(s): (Africana: Historical Persp.)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): AFR 114

Instructor: Pickens, Theri

Instructor Permission Required: No

ENG 115 Introduction to African American Literature II: 1910-Present

This introductory course traces the development of a distinct African American literary tradition from 1910 to the present. Students examine music, orations, letters, poems, essays, autobiographies, fiction, and plays by Americans of African descent. The essential questions that shape this course include: What is the role of African American literature in the cultural identity and collective struggle of Black people? What themes, tropes, and forms connect these texts, authors, and movements into a coherent living tradition? This course is a continuation of African American Literature I, which considers literary production before 1910.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 115

Instructor: Pickens, Theri

Instructor Permission Required: No

ENG 118 The Aesthetics of Seeing: Poetry as Witness

This course explores poetry profoundly influenced by poets' lived experiences as witnesses. Often the aesthetic of witness is one based in the traumatic: war, abuse, exile, and injustice. But this witnessing can also be the experience of observing kindness, joy, and beauty during times of inhumanity. The course examines how poets use what they have seen, what they have witnessed, to make poems. In effect, poetry preserves memories of the unmemorable. The course studies poems by Carolyn Forché, Yusef Komunyakaa, and Mahmoud Darwish, among others. Classes are discussion-based and include close readings of poems, group exercises, and short papers.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENG 119 "I, Too, Sing America": Poetry of this Moment/Movement

In the tradition of Walt Whitman and Langston Hughes, American poets who explicitly wrote of the political and social anxieties of their country's moment, this course analyzes the work of contemporary poets responding to the current social and political moment in the United States. Students closely examine poetry that speaks from small-town America, environmental wreckage, #BlackLivesMatter, #MeToo, the Standing Rock Dakota Pipeline movement as well as poetry that addresses our current political leadership. Readings include Claudia Rankine, Terrance Hayes, and Layli Long Soldier. Students engage these discussions through the production of critical examinations of the texts and through their own creative writing.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C041
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Hardy, Myronn
Instructor Permission Required: No

CMEN 121D The Many Lives of King Arthur

King Arthur is called the "once and future king," but this malleable, mythic figure in some sense always lives in the present time. Approaching Arthur as an idea as much as a man, students analyze the ways in which the Arthur story has been adapted for different literary, social, and political purposes according to the needs and desires of its changing audience. They explore the features of the Arthurian legend which make it universally compelling, including feudal loyalty and kinship, women and marriage, questing and adventure, magic and monsters, violence and warfare, and consider the fierce debate over Arthur's historical and mythical origins.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C051, C064
Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Federico, Sylvia
Instructor Permission Required: No

ENG 121F Modern Essays

Speculative, skeptical, learned, and often aformal in its formality, the personal essay meditates on a single perspective or argument and is rich in contradiction and subjective nuance as it mines objective fact. From Michel De Montaigne to Zadie Smith, this course identifies the essential characteristics of the essay across centuries and cultures, focusing on both "classic" and contemporary texts by writers selected from among James Baldwin, Joan Didion, Annie Dillard, Donald Hall, Cathy Park Hong, Leslie Jamison, Maxine Hong Kingston, Barry Lopez, Maggie Nelson, Wesley Morris, Cynthia Ozick, Zadie Smith, Susan Sontag, John Jeremiah Sullivan, Henry David Thoreau, Jesmyn Ward, E.B. White, Virginia Woolf, and others. Students experiment with writing an essay of their own.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Anthony, Jess
Instructor Permission Required: No

ENG 121G Asian American Women Writers

This course introduces students to some major themes and concerns addressed in the literature of Asian American and Pacific Islander women writers. The course spans the twentieth century into the twenty-first, covering canonical and noncanonical texts, including novels, poetry, short stories, memoirs, and experimental and visual texts by Sui Sin Far, Maxine Hong Kingston, Hisaye Yamamoto, Lisa Linn Kanae, Caroline Sinavaiana, Jessica Hagedorn, Nora Okja Keller, and Miné Okubo. This course combines literary analysis with empire studies, cultural studies, women of color feminisms, and queer theory. Students explore the social, political, economic, and historical realities that shape the literature Asian American and Pacific Islander women produce, particularly the authors' resistances to U.S. military histories and legal policies. They examine writers' decolonial practices in spaces of U.S. imperialism and their responses to American immigration policies, war, and adoption practices.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C037, C038, C041, C050, C052, C059, C060, C087

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

ENG 121H The Brontës

Reading a selection of fiction and poetry by the four Brontë siblings, including their childhood compositions, as well as critical and biographical studies of the authors and their work, students consider the writings of Charlotte, Branwell, Emily and Anne in relation to their family dynamics. They examine the ties between literature and history in the Victorian period, and discuss the Brontës' representations of British imperialism and class relations as well as their varied constructions of gender.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENG 121J What is Poetry? Why is Poetry? An Introduction

In this course, we will engage the “why?” and “what?” of poetry through introducing students to ways to close read an extensive variety of poems. Students will learn practices and literary terminology for poetic analysis. We will become knowledgeable of various poetic forms, traditions, and periods. We will read poems by John Clare, John Keats, D. H. Lawrence, Sylvia Plath, W.B. Yeats, Edna St. Vincent Millay, Jean Toomer, Elizabeth Bishop, Gwendolyn Brooks, Pablo Neruda, Philip Larkin, Elizabeth Alexander, among others.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: No

ENG 121L Modern Short Stories

A study of the short story and novella as characteristic twentieth-century genres, with a brief introduction to works in the nineteenth century. The course focuses on both "classic" and contemporary texts by writers selected from among Anton Chekhov, Thomas Hardy, James Joyce, Jamaica Kincaid, Jhumpa Lahiri, D. H. Lawrence, David Leavitt, W. S. Maugham, Katherine Mansfield, Susan Minot, Shani Mootoo, Susan Sontag, Guy Vanderhaeghe, and Virginia Woolf. Students experiment with writing a short story.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C085

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

ENG 121P Narrow Rooms: The Art of the Sonnet

This course explores the formal constraints, thematic conventions, historical contexts, and aesthetic and philosophical adaptations and reimaginings of a single poetic form: the sonnet. Beginning with the Italian Renaissance, students follow the form's movement to Tudor England; its transformation during the sonnet "vogue" of the 1590s; its recuperation by the Romantics; its cooptation during the Harlem Renaissance; its tactical exploitation in feminist and queer poetry; and, its radical, digital, avant-garde, and political remediations by contemporary poets. In addition to writing and thinking critically about sonnet culture(s), students compose their own.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

ENES 121Q The Lives of Rivers

In this colloquium, students read broadly—from the magical waterways of classical antiquity to the American folk tradition that takes us "down by the riverside"—in order to better understand the human need to write about rivers. Students consider verse by Whitman, Walcott, and Spark alongside Twain's stories of Huckleberry Finn and the classic angling novella *A River Runs Through It*. From the local riparian zone on the banks of the Androscoggin, students follow contemporary currents of ecocritical inquiry, investigating moments when the landed human body is literally or figuratively swept away by a torrent of fresh water.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C070
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Wright, Myra
Instructor Permission Required: No

ENG 131 Tragedy and the Drama of Voice

"Why does tragedy exist?" asks Anne Carson. The answer: "Because you are full of rage. And why are you full of rage? Because you are full of grief." This course explores how dramatic tragedy expresses such rage and such grief through the medium of the embodied, dramatic voice. By probing the voice's place in tragedy, emotion, and politics, students seek to better understand tragedy as a genre. Students read two classical tragedies and two Shakespearean tragedies, each alongside an adaptation by modern artists who rethink how tragedy works and whom it serves.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C027
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Adkison, Katie
Instructor Permission Required: No

ENG 132 Narratives of Assimilation and Alienation: "Immigrant Fiction" and the Making of Modern American Lit

In a 2013 interview, writer Jhumpa Lahiri rejected the term "immigrant fiction" as both marginalizing and overly general: "Given the history of the United States, all American fiction could be classified as immigrant fiction." Ceding Lahiri's point about the pitfalls of "immigrant fiction" as a genre distinction, this introductory course takes a historical approach, tracing a modern literary tradition in relation to the politics and history of U.S. immigration law, from the 1882 passage of the first Chinese Exclusion Act through the so-called "Muslim Ban" of 2017. Students examine how writings by and about diverse American immigrants' experiences of assimilation and alienation variously reflect and respond to this history. In shaping conversations about American identity, post-1882 immigrant narratives also reshaped American literary history, as seen in the emergence of Asian American, Arab American, and Latinx literatures, among other traditions.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013, C037, C086
Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Osucha, Eden
Instructor Permission Required: No

ENG 133 Inventing Originality

Originality, variously described and likely socially constructed, is linked to creativity and defined as the first appearance of an idea. It is a term relevant to the arts, science, and cultural history and augmented by concepts both tied and in opposition to it: individuality, authority, imitation, genius, creativity, and plagiarism. "Inventing Originality" focuses on romanticism as the historical beginning of the concept. It examines originality expressed by imitation in classical and early modern texts, queries Baudrillard's simulacrum appearing in twenty-first century experiments in poetry and fiction, Dadaist poetry, and postmodernist efforts to randomize thought, and presents the impact of British imperialism, American immigration policy, and university gender preferences on the scientific discoveries of Ramanujan, Charles Steinmetz, and Rosalind Franklin. Finally, originality is seen in teamwork, especially by those practicing accessibility and inclusion.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

ENG 143 Nineteenth-Century American Literature

A critical study of American literary history from the early national period through the Gilded Age. Students examine a wide range of texts in relation to key historical phenomena and events. These historical concerns provide a context for understanding the work of literature in constructions of the nation and of American identity. Special emphasis is placed on writing by African American and Native American authors working within and against dominant literary traditions. Texts, authors, and themes may differ across iterations of the course, but students consider—along with key genres and aesthetic impulses—racial formations in American literature; gender roles, "separate spheres" ideology, and nineteenth-century feminisms; dialectical relations of violence and civic belonging; and constructions of urban, rural, and frontier spaces.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

ENG 152 American Writers since 1900

A study of ten to twelve American texts selected from the works of such writers as Dickinson, Twain, Gilman, Chesnutt, James, Adams, Dreiser, Hughes, Frost, Stein, Hemingway, Larsen, Fitzgerald, Faulkner, Pound, Eliot, Crane, Cullen, Wright, Stevens, Williams, Baldwin, Plath, Albee, Brooks, Walker, Ellison, Pynchon, and Morrison.

Modes of Inquiry: [AC], [HS]

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dillon, Steven; Osucha, Eden
Instructor Permission Required: No

ENTH 201 Contemporary African and Caribbean Theater

This course explores the dramatic literature and theater history of the African continent and the islands of the Caribbean from the mid-twentieth century to the present. These two areas of the world connected through the African diaspora have brought forth playwrights who were inspired by a mix of traditional African rituals, the Western European theater tradition, colonial histories, and the various social and political upheavals through which many of them have lived. This course presents a critical, historical, and sociological view of these playwrights and the world that created them. Prerequisite(s): one course in Africana, English, or theater.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Odle, Clifford
Instructor Permission Required: No

ENG 206 Trans/Atlantic Chaucer: Colonizing Identities in the Middle Ages

Reading and interpretation of Chaucer's major works, including *The Canterbury Tales*. Students interrogate the many ways Chaucer's texts challenge assumptions of fixity, including definitions of gender, race, class, territory, and time. All works are read in Middle English.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C051
Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): CMS 206
Instructor: Federico, Sylvia
Instructor Permission Required: No

AVEN 208 Asian American Graphic Narrative

This course traces the evolution of Asian American graphic narrative. Students consider the narrative in a visual format, discussing how works created by Asian Americans combat decades of stereotypes propagated in comic books, especially as evil-genius Fu Manchu figures. Students read graphic novels, graphic memoir, and selected issues of several comics series. Topics include race, identity, family history, military history, gender performance, and sexuality. Students discuss writing practice, style, genre, research, and multimodal composition. They also workshop their writing and discuss effective revision critiques.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041, C050

Department/Program Attribute(s): (AVC: History and Criticism)(English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

ENG 213 Shakespeare

A study of the major plays, frequently taught under different themes, with some emphasis on the biography of Shakespeare and the Elizabethan milieu. ENG 213 is offered in the fall. Prerequisite(s): one 100-level English course. Not open to students who have received credit for ENG 215.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford; Adkison, Katie

Instructor Permission Required: No

ENG 214 Shakespeare and Early Modern Racialization

This course examines the historical, ideological, and discursive construction of race in early modern England. Through the lens of Shakespearean drama, we will also trace, interrogate, and consider the ways that our contemporary world has inherited and perpetuated such constructions. At stake in examining this relationship between our moment and Shakespeare's moment, then, is the possibility that understanding the early formations of violent, racist ideologies and systems of thought (including anti-Blackness, antisemitism, white supremacy, and settler-colonialism), as well as ruptures in and resistances to such logics, may help us do the work of dismantling them in our own time and furthering the cause of anti-racist scholarship, pedagogy, and being. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C037, C041, C066

Department/Program Attribute(s): (English: Pre-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Adkison, Katie; Wright, Myra

Instructor Permission Required: No

AMEN 219 Reconstruction Then and Now

In the present moment of enormous unrest and upheaval, this course revisits another: Reconstruction, the period of political and cultural rebuilding that followed the end of slavery. Students consider Reconstruction not only as a moment of unprecedented historical change, but also as a narrative problem. How did writers and filmmakers of the late nineteenth and early twentieth century represent the momentous shift from

slavery to freedom? How were conventional genres and formal strategies from romance to tragedy and from marriage plots to flashbacks used to tell wildly divergent stories about this contentious period in U.S. history? And how have more recent writers and filmmakers taken up what often seems the unfinished business of Reconstruction? Prerequisite(s): one English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Carmody, Todd

Instructor Permission Required: No

ENG 222 Topics in Seventeenth-Century Literature

In this course, we will explore intersections of race, gender, and science in 17th century English literature and culture across various critical frameworks. Drawing from a range of texts, our discussions will focus on entanglements of the sciences and arts in the 17th century as well as how these formations relate to constructions of social identities and embodiment in early modern England. Readings and assignments will ask you to consider relationships between English Renaissance poetry with histories of science and the humanities. Utilizing close reading, archival research, and visual analysis, our community in this course will collectively investigate how race, gender, and science intersect in 17th century literature and culture (and beyond!). Our readings for the course will include work by William Shakespeare, John Milton, and Margaret Cavendish as well as criticism and theory from fields such as critical race studies, feminist and queer theories, and affect studies. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wright, Myra

Instructor Permission Required: No

ENG 223 Survey of Literatures of the Caribbean

This course examines the literatures of the African diaspora in the Caribbean and the Caribbean diaspora in Canada, the United States, the United Kingdom, and France. Some texts are drawn from Anglophone authors such as Lamming, Anthony, Walcott, Brodber, Danticat, Lovelace, Brathwaite, NourBese (Philip), Hopkinson, and Dionne Brand; others, from Francophone and Hispanophone writers, including Guillen, Carpentier, Condé, Chamoiseau, Depestre, Ferré, Santos-Febres, and Morejón. The course places each work in its historical, political, and anthropological contexts, and introduces students to a number of critical theories and methodologies with which to analyze the works, including poststructural, Marxist, Pan-African, postcolonial, and feminist. Recommended background: AFR 100 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 223

Instructor: Houchins, Sue

Instructor Permission Required: No

ENG 231 Women Writers of the 1950s

Was the '50s woman a radical? By brazenly exploring taboo identities of family, race, class, religion, sexuality and gender in their work, how did women writers of the post-war era reject and/or ironically embrace the confines of social conservatism to advance their art? This discussion-based course reads expansively from women writers around the country during the post-war period, examining both individualized and shared characteristics of their disparate voices. Did women writers of the 1950s create a foundation for social justice movements to come, such as Women's Lib, #MeToo, #BlackLivesMatter? Can or should we consider them to be a school as codified as, say, the Beat Poets? Readings may include Brooks, Childress, Hansberry, Jackson, McCullers, O'Connor, Paley, Plath, Porter. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Anthony, Jess; Dillon, Steven

Instructor Permission Required: No

ENG 233 New York City: Land of Poets

What poet does New York City make? Why has New York City been "the" place for poets to be, live, and converge? This course explores poems and poets emerging from the experience of either being a native New Yorker or influenced or inspired by this metropolis. Students examine poets including those from the New York School, a group of poets of the 1950s and 1960s allied with and interested in visual art and artists, urban wit, and casual address including Frank O'Hara, Barbara Guest, and John Ashbery. Students also examine Langston Hughes, Audre Lorde, Eileen Myles, Hettie Jones, Allen Ginsberg, and Federico Garcia Lorca, the lauded Spanish poet who lived in New York City for nine months, among others. The course includes a creative work.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: No

ENG 238 Jane Austen: Then and Now

Students read Austen's six major works, investigate their relation to nineteenth-century history and culture, and consider the Austen revival in film adaptations and fictional continuations of her novels. The course

highlights the various and conflicting ways in which critics represent Austen, and the cultural needs her stories now seem to fulfill. Readings include *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey*, and *Persuasion*. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENG 239 Shakespeare's Queens

When Shakespeare began writing plays, England was ruled by a queen. Elizabeth I understood that her power was inextricable from her gender, and she developed intricate iconography and ideology to support her queenly rule-iconography and ideology which also made it into some of the greatest art of the age. This course considers the question of queenship in Shakespeare's poetry and plays. Centralizing concerns of gender-including those of sovereign rule, race, queerness, desire, religion, agency, performativity, and intersectionality-students work to understand forms of "queenship" in playful as well as serious ways.

Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

ENG 241 Fiction in the United States

Critical readings of a diverse selection of novels and shorter fictions, ranging from works by earlier writers such as Hawthorne, Howells, James, Wharton, Jewett, and Chesnutt, to more recent writing from James Baldwin, Don DeLillo, Toni Morrison, Donald Barthelme, Sherman Alexie, and David Foster Wallace, among others. In addition to major directions in the history of American fiction, more recent developments concerning postmodernism, multi-ethnic literature, and emergent forms--graphic novels and electronic texts--are considered. Class discussions and writing assignments also address critical terms and methods.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven; Osucha, Eden

Instructor Permission Required: No

ENTH 242 Screenwriting

This course presents the fundamentals of screenwriting: concept, plot, structure, character development, conflict, dialogue, visual storytelling and format. Lectures, writing exercises, and analyses of films such as *The Social Network*, *Chinatown*, and *Rushmore* provide the student with the tools to create a short screenplay. Prerequisite(s): THEA 240.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019, C075

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Odle, Clifford

Instructor Permission Required: No

ENG 243 Global Romanticism

Some scholars of Romanticism contend that it cannot be defined. Others have insisted on maintaining national divides between the movement to preserve purist genealogies. Still others have argued that it can be viewed as a reaction against the way of life in capitalist societies. This course reexamines the origins and breadth of Romanticism, beginning first with the traditionally studied German Novelle and British poetry and then shifting to other national and transnational works that have not previously been associated with Romanticism as a movement, such as romantic racialized paintings of Native Americans, Frederick Douglass' "The Heroic Slave," and the Haitian rebellion. The course breaks down Romanticism past definitional monolith and asks how capitalism, nationalism, revolution, and transatlanticism revise past scholarly approaches to the movement and further contextualize it within the global world. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C055

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

ENG 244 Sentimentality in U.S. Literature

This course examines the place of sentimentality in U.S. literature and culture. Reading works of fiction, poetry, and performance, students ask how and why certain kinds of feeling-suffering in particular have become central to the articulating and contesting U.S. national identity. They pay particular attention to how sentimental literature, in its various guises, seeks to enable identification across boundaries of race, gender, class, and ability. What kinds of politics do spectacles of emotion enable? What kinds of politics do they foreclose? Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

ENG 246 Staging Sovereignty: Theatricality and Early Modern Politics

This course explores the tensions, intersections, and overarching relationship between early modern politics and notions of theatricality from the opening of the first public playhouse (1576) until just after re-opening of the playhouses following Cromwell's Interregnum (1660). Students read drama concerning governmentality's relationship to gender, race, coloniality, divine right, representation, and revolution alongside early modern political speeches, edicts, and treatises. They contend with the way politics informed the period's dramatic theater and, indeed, the way the period's dramatic theater came to inform politics. Prerequisite(s): one 100-level English course. Recommended background: ENG 213 and 214.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): (English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Adkison, Katie
Instructor Permission Required: No

ENG 247 Contemporary Arab American Literature

This course studies Arab American literature from 1990 until the present. Students examine novels, short fiction, memoirs, or poetry in an effort to understand the major concerns of contemporary Arab American authors. Students are expected to engage theoretical material and literary criticism to supplement their understanding of the literature. In addition to a discussion of formal literary concerns, this course is animated by the way authors spotlight gender, sexual orientation, politics, and history. Prerequisite(s): one 100-level course in English.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C041, C090
Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): AMST 247
Instructor: Pickens, Theri
Instructor Permission Required: No

ENG 249 Medieval English Dream Visions

This course examines the popular genre of the dream vision in the later Middle Ages, including its sources and receptions, cultural contexts, and major authors. Texts will be read in Middle English.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Federico, Sylvia
Instructor Permission Required: No

ENG 254 Modern British Literature since 1900

An introduction to the birth of modern British literature and its roots, with attention to its social and cultural history, its philosophical and cultural foundations, and some emphasis on its relationship to the previous century. Texts are selected from the works of writers such as Forster, Lawrence, Joyce, Woolf, Mansfield, Eliot, Yeats, Orwell, Rushdie, and Lessing. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C024
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nayder, Lillian; Dillon, Steven
Instructor Permission Required: No

ENG 255 Black Poetry

How does the African American poetic tradition specifically contribute to the literary canon of African American literature and larger conceptions of American and global literature? This course is both an introduction to Black poetics and a deep exploration. The course considers so-called basic questions (e.g., What are Black poetics?) and more sophisticated questions (e.g., How do Black poetics transform the literary and cultural landscape?). Students read a variety of authors who maneuver between intra- and inter-racial politics, including such canonical authors as Langston Hughes and Nikki Giovanni, and less well-known authors such as Jayne Cortez and LL Cool J.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)
Class Restriction: None
Cross-listed Course(s): AFR 255
Instructor: Pickens, Theri
Instructor Permission Required: No

ENG 259 Contemporary African American Literature

This course introduces students to contemporary African American literature. They explore literature written after 1975, considering a range of patterns and literary techniques as well as consistent themes and motifs. Students read a mix of canonical and less well-known authors. This course requires a nuanced, complicated discussion about what encompasses the contemporary African American literary tradition. Prerequisites(s): one 100-level English course. Recommended background: course work in American studies, Africana, or English.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 259

Instructor: Pickens, Theri

Instructor Permission Required: No

ENG 263 Literature, Medicine, Empathy

Focusing on a range of novels published from the nineteenth century to the present day, and on scholarship in the developing field of empathy studies, students consider the relationships among literature, medicine, and empathy. Students examine representations of medical practice and practitioners and of relations between physicians and patients. They explore claims that literature has the power to develop empathy and should be central to medical education. Authors include George Eliot, Bram Stoker, Abraham Verghese, and Ian McEwan. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENG 265 The Writings of Toni Morrison

This course surveys the writing of Nobel laureate Toni Morrison. Texts are selected from her novels, essays, children's literature, and drama; they also include criticism written about her work. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 265

Instructor: Houchins, Sue

Instructor Permission Required: No

AFEN 268 Survey of Literatures of Africa

This course explores folklore, myths, and literary texts of the African continent. These include works written by Anglophone authors such as Achebe, Soyinka, Ngugi, Vera, Njau, Aidoo, Nwapa, Head, Cole, Mda, Abani, Okorafor, and Atta; those drawn from oral traditions of indigenous languages transcribed into English, such as *The Mwindo Epic* and *The Sundiata*; and those written by Lusophone and Francophone authors including Bâ, Senghor, Liking, Neto, Mahfouz, Ben Jelloun, and Kafunkeno. The course contextualizes each work historically, politically, and anthropologically. Students are introduced to a number

of critical theories and methodologies with which to analyze the works, such as poststructural, Marxist, Pan-African, postcolonial, and feminist. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C038, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

ENG 269 Narrating Slavery

This course examines selected autobiographical writings of ex-slaves; biographical accounts of the lives of former slaves written by abolitionists, relatives, or friends; the oral histories of ex-slaves collected in the early to mid-twentieth century; and the fiction, poems, and dramas about slaves and slavery (neo-slave narratives) of the last hundred years. Students consider these works as interventions in the discourses of freedom-religious, political, legal, and psychological-and as examples of a genre foundational to many literary works by descendants of Africans in diaspora. The course surveys early works written by slaves themselves, such as broadsides and books by Jupiter Hammond, Frederick Douglass, and Harriet Jacobs; dictated biographies such as those by Esteban Montejo, Mary Prince, and Sor Teresa Chicaba; and fictional works inspired by the narratives, such as texts by Toni Morrison, Gayl Jones, Charles Johnson, Michelle Cliff, Sherley Ann Williams, and Colson Whitehead. Recommended background: one 100-level English course or AFR 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): (Africana: Diaspora)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): AFR 269

Instructor: Houchins, Sue

Instructor Permission Required: No

ENG 271 American Literature and the Law

This course explores the relationship between law and literature from a variety of interpretive approaches, including the legal studies movement known as "Law and Literature." What role does literature play in judicial reasoning and how have literary techniques shaped norms and principles of justice in the law? What is "storytelling" in the law and is it similar to "narrative" literature? In focusing on the intersections of literature and law in the U.S. since the early nineteenth century, this course also asks how reading legal decisions and other law texts "as literature" helps to illuminate the role that social norms concerning gender, race, and nationality play in the conception of justice and the meaning of the law, as well as the source of its authority, at particular historical moments.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Osucha, Eden
Instructor Permission Required: No

ENG 273 Shakespeare and Adaptation

This course explores a variety of interpretations and appropriations of Shakespearean tragedies, comedies, romances spanning the past century. In the context of modern cinematic adaptation, Shakespearean plays transform beyond themselves, often distorted or reworked to represent anachronistic cultural concerns. Students analyze linguistic, social, and historical contexts in the Shakespearean original and then comparatively considers these readings against their modern remakings: Are there limits to adaptation? What relates the original to the later work? How do we assess the evolving discourse of film reception studies? The focus shifts between comedy and tragedy, tragedy and romance, often redefining set assumptions about these thematic categories in the Shakespearean context. Adaptations include Japanese epic cinema, Hollywood screwball comedies, prison performance, militaristic stagings, avant-garde experimental film, and formulaic romantic comedies.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Pre-1800)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Freedman, Sanford
Instructor Permission Required: No

ENG 274 "Forgive Us Our Trespasses": Deviant Wanderings of Four Eighteenth-Century Writers

This course critically compares four writers of the eighteenth-century European tradition who on first glance seem to have little in common: Aphra Behn, Samuel Johnson, Jean-Jacques Rousseau, and Ann Radcliffe. Students consider these writers' gender performance, satire, lexicography, political philosophy, confessional autobiography, Gothic novels, and painterly travelscapes. How does their choice of genre serve as social commentary, (a)moral exposé, or visual escapism? Does their work revise our definition of an eighteenth-century writer? Drawing on critical gender studies, political philosophy, literary criticism, and theories of the Baroque help make sense of how such unlikely comparisons allow us to read this eighteenth-century episteme as an example of moral "enforcement." Recommended background: ENG 232 and 243.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Freedman, Sanford
Instructor Permission Required: No

CMEN 277 Medieval Literatures of Resistance: Power and Dissent, 1100-1500

This course offers sustained examination of several major sites of cultural power in the Middle Ages--including institutions and traditions such as the Church and the monarchy, Parliament, and civic

government, marriage and the household--and considers the oppositional energies of texts that negotiate those sites. Students read historical documents (poems, letters, and chronicles) and analyze the textual tactics that resist or evade the rules set to govern most aspects of medieval public and private life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

ENG 280 Anti-Semitism, Assimilation, and the European Novel, 1850-1935

The Dreyfus Affair (1894-1906) is the seminal moment to understand anti-Semitism in the nineteenth and twentieth centuries. This course studies the multiple differences in how Jews appear in European novels and examines Jewish assimilation among composers, authors, and painters such as Mendelssohn, Mahler, Schoenberg, Schnitzler, Pissarro, and Chagall. It investigates both positive Jewish images and anti-Semitism in such novels as Celine's *Journey to the End of the Night*, Dickens' *Our Mutual Friend*, Melville's epic poem *Clarel*, and Roth's *Goodbye Columbus*.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

AMEN 281 Arab American Poetry

This course offers students an introduction to Arab American poetry from the early works of Khalil Gibran to the present. The course develops an appreciation of Arab American poetic forms, craft, voice, and vision within a transnational and diasporic framework. Surveying the poems and critical work of an expansive array of poets such as Lauren Camp, Hayan Charara, Suheir Hammad, Marwa Helal, Mohja Kahf, Philip Metres, Naomi Shihab Nye, Deema Shehabi, students examine the complex, personal, communal, national, cultural, historical, political, and religious realities that manifest themselves at home and elsewhere in the Arab American literary imagination. Prerequisite(s): one course in Africana, American studies, English, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pickens, Theri

Instructor Permission Required: No

ENG 282 Paradise Lost: Contexts and Afterlives

This course studies the historical contexts and artistic afterlives of *Paradise Lost*. Milton's epic was greatly influenced by the tensions of its own moment - the English Civil War, the Protestant Reformation, and the imperial projects of Britain and Europe, to name but a few. So too, has the poem greatly influenced art and literature concerned with revolution and revolt, imperial power, religious freedom and/or persecution, gender politics, and humanity's relationship to nature and "fall" from an "Edenic" world. Students study *Paradise Lost* alongside its influences and some of the texts it has influenced, considering both how the poem creates meaning in its own context, and how it has come to signify far beyond that context. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

ENG 283 Early Modern Sex and Sexuality

This course applies the methods of gender and sexuality studies to early modern literature. Taking up Michel Foucault's contention that sexual identity was an "invention" of the nineteenth century, students theorize and historicize sex and sexuality in the three centuries prior to this moment. Can we see the traces of identity in sexual desire in early modernity? How is sexual desire related to gender? To race? To class? To other intersectional identities? What might it mean to queer an early modern text? And how do literary genres from the period – poetry, drama, prose – enable the exploration of these questions? Recommended background: ENG 213 or 214.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 283

Instructor: Adkison, Katie

Instructor Permission Required: No

ENG 286 Race before Race: Articulating Difference in Medieval England

The medieval period is often wrongly perceived as a time that existed before the idea of race: before the Atlantic slave trade and before European colonialism, the Middle Ages might seem to be free of racial bias, and free of difference itself. Such fantasies of a preracial or hegemonic past also have given rise to white supremacist ideologies of racialized nationalism, including the mythic construction of "Anglo-Saxon" heritage. This course addresses these errors by examining how racial categories of human difference were articulated in specific cultural contexts between 1150 and 1415, arguably inventing many of the dehumanizing tropes of racial discourse that persist today.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

ENG 291 Fiction Writing

A course for students who wish to have practice and guidance in the writing of prose. Admission by writing sample. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: Yes

ENG 292 Poetry Writing

A course for students who wish to have practice and guidance in the writing of poetry. Admission by writing sample. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hardy, Myronn

Instructor Permission Required: Yes

ENG 293 Creative Nonfiction Writing

A creative nonfiction writer tells a true story in an inventive and original manner. Or as John McPhee says, "Creative nonfiction is not making something up but making the most of what you have." In this course students write four creative nonfiction essays in the following genres: memoir, lyric, travelogue, and art review. Students learn to see writing as an act, not as a product. To that end, the course includes workshops in which ideas and critiques of writing assignments are thoughtfully offered. To further fuel the writing assignments and workshops students read a wide-ranging selection of creative nonfiction essays, studying figurative language, character and setting development, and dramatic structure.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Anthony, Jess
Instructor Permission Required: Yes

ENG 296 Methods and Modes of Literary Study

This course introduces students to major trends, methodologies, and modes of inquiry in the field of literary study. Students identify and discuss the continuing significance of the formation of the Western canon (including counter responses to that formation), identify and demonstrate knowledge of the meaning of different literary genres, perform close readings of a given text, appreciate poetic form and experimentation, critically analyze a given text with reference to its historical significance, deploy theoretical concepts in relation to a given text, identify appropriate theoretical or digital methodologies to apply in different textual circumstances, and conduct research in the field.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Seniors
Cross-listed Course(s): None
Instructor: Pickens, Theri
Instructor Permission Required: No

ENG 306 Queer Africana: History, Theories, and Representations

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora. While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C009, C022, C037
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 306, GSS 306
Instructor: Houchins, Sue
Instructor Permission Required: No

ENG 325 Black Feminist Literary Theory and Practice

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afro-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary

productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 325, GSS 325

Instructor: Houchins, Sue

Instructor Permission Required: No

ENG 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENG 391 Advanced Fiction Writing

Prerequisite(s): English 291.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: Yes

ENG 392 Advanced Poetry Writing

Prerequisite(s): English 292. May be repeated once for credit.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Hardy, Myronn
Instructor Permission Required: Yes

ENG 395B Godard and European Film

Jean-Luc Godard is perhaps the most important filmmaker of the second half of the twentieth century. His films are essays in what images can do; they analyze narrative, structure, and sound. This course considers the major films of his career, from romantic early works like *Breathless* (1959), to politically severe films like *Weekend* (1967), to the philosophical meditation of *In Praise of Love* (2001). Each week course participants study one film by directors such as Antonioni, Bergman, Dreyer, Fellini, Marker, Pasolini, Tarkovsky, and Truffaut. Taken together, Godard and these European directors show why twentieth-century film is truly "the seventh art." Prerequisite(s): one English course.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C019
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dillon, Steven
Instructor Permission Required: No

ENG 395D Gender and Species

Grappling with gender and species at once, this course considers two concepts that have enforced binary thinking about what defines and divides human life. Reaching back to medieval and early modern literature, students examine representations that push against received formulations of man/woman and human/animal. How have categories of gender and species reinforced one another in figurations of living bodies and their experiences? Can we liberate our reading from either of these binaries? What are the promises of such a liberation? Readings include theoretical interventions from animal studies, posthumanism, queer and transgender theory, and ecofeminism. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): (English: Pre-1800)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Wright, Myra
Instructor Permission Required: Yes

ENG 395E Medieval Romance

Romance was the most popular literary genre of the later Middle Ages. Originating in France in the twelfth century, this highly adaptable form quickly became an international phenomenon, with numerous examples found across Europe and the British Isles. Many romances tell tales of amorous exploits, exotic travels, and quests for knowledge; the celebration of chivalric ideals is a central theme. But many of these tales seem to

question and sometimes undermine the very ideals they otherwise espouse: courtly love mingles with sexual adventurism, for instance, and loyalty to one's lord often results in alienation or death. Students read a selection of romances from France and Britain (all texts are in modern English translation or manageable Middle English) with an eye toward how they variously articulate and deconstruct the notion of chivalry. Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C051, C055

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 395E

Instructor: Federico, Sylvia

Instructor Permission Required: No

ENG 395G Autofiction

A concentrated study of the interstices between experienced and imagined truth, dilemmas of disbelief, irony, narration, dialogue, persona, and performance in twenty-first-century autobiographical fictions or "autofictions," as coined by French critic Serge Doubrovsky in 1977. Readings of contemporary autofictions, as well as novels written well before Doubrovsky, may include Stendhal, Proust, Wilson, Joyce, Baldwin, Heti, Millet, Lin, Lerner, and Knausgaard. A creative writing component is required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Anthony, Jess

Instructor Permission Required: No

ENG 395H Shakespeare's Masterpiece? Revisiting King Lear

Reading King Lear today means exploring its histories of (mis)appropriations and cultural reception. In order to explain the play, critics and scholars have been drawn to major historical events in Jacobean England (e.g., the Gunpowder Plot of 1604 or the London plague of 1603), often incorporating these analyses into their critical approaches, such as new historicism, Holocaust literature, ecocriticism, and textual instability. This course considers King Lear both textually and culturally, asking: How does the aesthetic upholding of the play as a "masterpiece" inform, trouble, or extend its long reception history? How do past explanations impress themselves upon contemporary interpretations? Recommended background: ENG 213, 214, and 239.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

ENG 395I Literary Imagination and Neuroscience

This course investigates two separate disciplines, inquiring how they speak and think about literary imagination, and asks students to consider what interdisciplinary overlap might exist between the two. The course frames imagination and the Lockean language about mind that accompanies it in the writings of Addison, Burke, Johnson, and Young. It then queries whether romantic writing (Schlegel, Wordsworth, Coleridge, Keats) advances radically different ideas than these earlier efforts. Finally it jumps to our contemporary moment and ponders how terms of explanation may once again have changed. The course asks whether or not the neurobiological picture of imagination, the cross-neural nature of cerebral processes, cognitive historicism, and imaging techniques is at a great distance from what the eighteenth century once thought.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

ENG 395J Frontier and Border in U.S. Literature

The "frontier" has long been a controlling idea for U.S. national identity. A vestige of our settler colonialist past, the American frontier persists ideologically as an imagined "meeting point between savagery and civilization." This course examines the history of this concept and its role in American literary history. We trace its influence upon more recent configurations of the nation as territory—namely, discourses of "the border" and "the homeland." Course readings include literature, law, and history from the nineteenth century through the post-9/11 era and relevant works of scholarship and critical theory. This course gives particular attention to Chicana and Native American literatures and these traditions' critical perspectives on the contested paradigms that lend this course its title.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C013, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 395J

Instructor: Osucha, Eden

Instructor Permission Required: Yes

ENG 395K The Arctic Sublime

Now the focus of grave concerns over climate change, the Arctic generated a different set of anxieties in the nineteenth century. Perceived as strange and terrifying, and deadly to those who tried to chart and conquer it, the region was a source of the sublime; its inhuman greatness both inspired and appalled. Drawing on various genres, students examine the "Arctic sublime," considering its artistic and ideological purposes for Romantics and Victorians. Works include Coleridge's "Rime of the Ancient Mariner," Mary Shelley's

Frankenstein, and Poe's Narrative of Arthur Gordon Pym as well as works of visual art and selections from nineteenth-century theorists of the sublime. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENG 395L Utopia/Dystopia Fiction

What does it mean to live the "good life"? How is this related to building, planning, desiring, or dwelling in a "good place"? How do plans and policies for good life morph into bad places? Are good places always exclusionary, and thus foundationally bad places for some? This course traces two trends side by side: the early modern vogue for utopia-fictions, such as Thomas More's Utopia, and the twentieth- and twenty-first-century turn to dystopia-fictions, such as Orwell's 1984. Students consider relationships of genre, politics, identity, modernity, and colonialism between these two trends, while broadly considering the relationship among power, place, and community.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

ENG 395O Cinema's Inner World

The cinema seems best able to show the outsides of things: specific places, the details of daily life, the faces of people. A complex inner life is perhaps better left to literature. Yet some film directors nonetheless aim their films at an inner world, a world of psychology, of faith, of imagination. This course looks at a range of topics associated with cinema's inner space: cinema as dream, outer space as inner space, the reading of interior space. Films are drawn primarily from the European art cinema, although some Hollywood, independent, and experimental films from the United States also serve as examples. Directors may include Deren, Lynch, Hitchcock, Godard, Bresson, Fassbinder, Fellini, and Tarkovsky. Prerequisite(s): one course in English.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: Yes

ENG 395Q Reading Feeling: Literature and Affect Theory

What does it mean to recognize the body as affectable? How might this recognition inform our understanding of power? How has affect contributed to the study of literature, and how might literature contribute to the study of affect? Students read literature of various genres side-by-side with the development of "affect theory." They trace the tendrils of feeling and emotion to some foundational roots in philosophy, psychology and psychoanalysis, and cognitive science, but the focus is on the affect theory that develops out of feminism, queer theory, and women of color- and queer of color-critique. Prerequisite(s): one 100-level English course. Recommended background: ENG 296.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

ENG 395R Gothic Bodies: Ann Radcliffe, Mary Shelley, Charlotte Bronte

Focusing on the work of Ann Radcliffe, Mary Shelley, and Charlotte Bronte, students in this seminar examine the conventions of Gothic fiction and Gothic representations of the monstrous body, exploring the meaning and the "politics" of the corporeal in Britain from the 1790s through the mid-nineteenth century, and considering its relation to conceptions of sexuality, gender, race, and social class. Readings include Radcliffe's *The Mysteries of Udolpho*, Shelley's *Frankenstein*, and Bronte's *Jane Eyre*, as well as Horace Walpole's *The Castle of Otranto* and Matthew Lewis's *The Monk*, among a range of other works of fiction, criticism and literary theory.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: Yes

ENG 395S Goodbye Yellow Brick Road: 1970s U.S. Culture

Progressive political movements in the 1960s promised cultural visibility and social equality to oppressed and marginalized communities. 1970s US art and popular culture reflects the ongoing and often painful tension between white supremacist gatekeepers and multicultural voices. Students work with a range of artefacts that may include Hollywood and art films, popular music, selected television episodes, art photography, science fiction stories, and sports magazines. Inspired examples of political engagement (protests by A.I.M.--American Indian Movement, second-wave feminism, gay liberation) are analysed by comparing self-representation with representations in the media. Students learn to analyse multiple kinds of written and visual texts with a view to understanding how politics and culture intersect and generate meaning. Prerequisite(s): one English course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

ENG 395T African American Literary Criticism

This seminar takes as its premise that black literature engages with and reflects parts of the world in which it is produced. In this course, students sort through the various conversations authors and critics have with each other. They read canonical authors and less well-known figures in an effort to tease out the nuance present in this body of work. Each text is paired with another in a form of dialogue. These exchanges are not set, so it is up to students to understand how the texts speak to each other. Literary criticism requires us to think through privilege, citizenship, capitalism, intraracial dynamics, gender and sexual dynamics, and political movements. The course theme may vary from year to year (e.g., disability, literature of the left, black queer studies).

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C019, C037, C085

Department/Program Attribute(s): (English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 395T

Instructor: Dillon, Steven

Instructor Permission Required: Yes

ENG 395U Postmodern Novel

The seminar examines diverse efforts to define "postmodernism." Students read novels by Joyce, Pynchon, Wallace, Eco, and Rushdie. Contemporary reviews, secondary criticism, narrative theory, issues of socially constructed reality, and some problems in the philosophy of language mark out its concerns. Prerequisite(s): one 100-level English course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: No

ENG 395W Advanced Early Modern Studies

Advanced Early Modern Studies: This seminar focuses on one or two advanced approaches to scholarship within early modern studies. These approaches may include (but are not limited to): the history of science; histories of racialization and/or colonization; early modern political thought; classical reception; ecocriticism

and literature of the environment; the relationship between early modernity and modernity; travel writing; gender, sexuality, and early modern women authors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cornelius, Jeremy

Instructor Permission Required: No

ENG 395Z Curb Your Enthusiasm: Mockery, Irritability, and the Satire of Feigned Performance, 1600-2100

Searching the past 500 years of British stage comedy, do the roots of bigotry and prejudice, as identified in contemporary comic performance, announce themselves? Is there a line from Shakespeare's, Jonson's, Behn's comedies; eighteenth-century comedy of manners; Victorian philosophical satire; Wilde's exaggerated speech; Beckett's flatness; Orton's outrageousness to the contemporary snarky comedy of Fawlty Towers, Key and Peele, and Curb Your Enthusiasm? Is religious imposturing, a complaint of seventeenth-century writers such as Spinoza against the clergy's case for belief in miracles, a probable source for the highly theatrical practice of feigning? Early modern theater, no less than subsequent theater, has seized on religious hypocrisy to provide material for comedy. To understand the social processes - the mechanism of action - of such migration, the seminar explores and contextualizes theatrical practices of mockery, irritability, and satire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

ENG 457 Senior Thesis

Students register for ENG 457 in the fall semester. Majors writing an honors thesis register for both ENG 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENG 458 Senior Thesis

Students register for ENG 458 in the winter semester. Majors writing an honors thesis register for both ENG 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENG S10 International Cinema in the 1960s

The 1960s saw the rise of "new wave" cinemas across the world; not only the French new wave, but also the Czech, British, Japanese, and Hungarian new waves brought youth, energy, and sometimes political rebellion to the screen. The auteurs of the European art cinema (Godard, Antonioni, Bergman) made films that were as intellectual and as challenging as any classic novel. This course introduces students to formal and ideological film analysis through a survey of key international films from the 1960s.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dillon, Steven

Instructor Permission Required: No

ENG S11 Reading Piers Plowman: Intensive Study of a Late Fourteenth-Century Allegory

This course offers an intensive close reading experience of William Langland's allegorical poem Piers Plowman. Langland, a major contemporary of Chaucer, is studied for his use of alliterative Middle English verse, his visionary politics, and his reformist religious views.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

ENG S13 Beowulf: A Close Reading

This course offers a deep close reading of the Old English epic poem, "Beowulf." Students compare multiple translations of key passages, study the poem's historical and cultural contexts, and appreciate its major themes.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Medieval)(English: Pre-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Federico, Sylvia
Instructor Permission Required: No

ENES S16 Minding Birds: Culture, Cognition, and Conservation

What are the consequences of minding birds, in several senses (caring for them, being bothered by them, endowing them with faculties of intellect and emotion, or simply believing that they have minds of their own)? This course invites students to take birds seriously as thinking, feeling neighbors by examining literary representations of birds from antiquity to the present alongside recent ornithological studies. Three distinct units focus on separate families: hawks, crows, and sparrows. Students venture outside to record field notes on local species in each of these groups, and compare their findings to representations in literary and scientific texts. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Wright, Myra
Instructor Permission Required: No

AVEN S17 Cartoon Cartoon: Film Theory and History of Short-Form Animation

This course provides an overview of short-form animation, its history, and film theory as relates to animation from birth of cartoons and their early use before and between feature films in theaters to their move to prime-time television and the rise of networks dedicated to cartoons. Students discuss issues of technique, production, form, audience, and venue. The course also explores what animation looks like in other regions of the world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C019
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Salter, Tiffany
Instructor Permission Required: No

ENG S20 Queer Thought, Queer Insurgency

Queer theory provides a critical method that complements intersectional feminist approaches to literature and visual culture by analyzing the construction and regulation of gender and sexuality through social, legal, and medical norms of embodiment and identity. This course explores canonical queer critique in relation to

the early history of the HIV/AIDS pandemic, an era in which the radical currency of the term "queer" links scholarly, activist, and artistic responses to the AIDS crisis and its homophobic cultural politics. Students also consider present-day LGBTQ+ scholarship, literature, and art to explore the insurgent visions and world-making projects that animate queer thought today. Prerequisite(s): one 100-level English course, or GSS 100.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

ENG S21 Knowing Dickens

This course enables students to (better) know Dickens by introducing them to three of his works of fiction, to biographical studies of the writer, and to his autobiographical fragment. In addition, students examine one of his novels in its original, serialized form, in the weekly journal, Household Words. Students read Sketches by Boz, Hard Times, and The Mystery of Edwin Drood, and write their own concluding chapter(s) to that last, unfinished novel, in addition to critical essays and pseudo-Victorian journal articles.

Prerequisite: one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENES S26 Overstories: Telling the Lives of Trees

Who tells the stories of trees, how do they tell them, and why? How are the lives and voices of forests captured and constructed? Students in this course address these questions by examining a range of novels, histories, and scientific studies focused on trees and forests, and by constructing their own narratives – fictional and/or historical – about their lives with trees, including those on the Bates campus and in the surrounding community. They consider how trees and forests have been identified by writers as models for human beings and human communities. Students hear from those who work with trees, including foresters and arborists, and consider the ways in which the lives of trees and those of human beings are intertwined. Readings include Richard Powers, *The Overstory*; John Fowles, *The Tree*; Lauren Oakes, *In Search of the Canary Tree*; and Peter Wohlleben, *The Secret Lives of Trees*. Prerequisite(s): ENVR 205 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None
Instructor: Nayder, Lillian
Instructor Permission Required: No

ENG S27 Our Mutual Friend: Novel and Film

The last completed novel of Victorian author Charles Dickens, *Our Mutual Friend* is considered a harbinger of British modernism, though it was first published in the 1860s, and T. S. Eliot first used a line from the work – "He do the police in different voices" – as the title of what became his famous poem "The Waste Land." Multi-voiced and, at times, apocalyptic – a study of human predation, social veneers, and the polluted waste land that was Victorian London – *Our Mutual Friend* is considered to be among the most complex and significant English novels by generations of critics and writers. Students in this course closely read Dickens's work, consider its meaning, structure, context, and its relevance in the present day, and compare it to the award winning BBC film adaptation of the novel. Prerequisite(s): Any 100-level English course.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Nayder, Lillian
Instructor Permission Required: No

ENG S32 Print Cultures: The Poetics of Printing

An introduction to the study of print cultures and the history of the book by closely examining one type of printed text, poetry. Students consider how the invention of the Gutenberg press and developments in printing practices began to influence poets, before tracing the relationship between print technologies and poetic practices up through the present day. The class read widely, studying: Tottel's Miscellany (the first printed anthology of English poetry), George Herbert's image poetry (1633), William Blake's illuminated Songs of Innocence and Experience (1789), and the 20th- and 21st- century concrete- and pattern-poetry movements, including poetry by Augusto de Campos, Guillaume Apollinaire, e e cummings, Mary Ellen Solt, Marilyn Nelson, Tyehimba Jess, and Jen Bervin. Students also compose their own poetry and experiment with type-setting/printing on a hand press.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Adkison, Katie
Instructor Permission Required: Yes

ENG S41 Black Genealogies

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended

background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR S41, AMST S41

Instructor: Houchins, Sue

Instructor Permission Required: No

ENG S43 Shakespeare in the Theater in London

A study of Shakespeare's plays in performance, intended to acquaint the student with problems that are created by actual stage production in the interpretation of the plays. Students see Shakespearean productions in various locations, including London and Stratford-on-Avon, England.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C035, C066

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Freedman, Sanford

Instructor Permission Required: Yes

Environmental Studies

Professors Ewing (Environmental Studies) and Pieck (Environmental Studies, chair); Associate Professor Hall (History); Assistant Professors Harper (Environmental Studies) and Haverkamp (Environmental Studies); Visiting Assistant Professor Martínez (Environmental Studies)

Environmental Studies encompasses a broad range of issues that arise from the interaction of humans with the natural world and built environments. To understand these issues, students must think across and beyond existing disciplinary boundaries. The environmental studies major provides a framework for students to examine how humans experience, investigate, and interact with the world around them. The curriculum includes interdisciplinary course work that encourages students to explore the social, aesthetic, ethical, scientific, and technical aspects of environmental questions and to approach these questions with more focused knowledge and methodological tools through a major concentration.

Environmental Studies prepares students with knowledge, skills, and ethical sensibilities needed to engage a broad range of local-to-global human-environment relationships. The program centers interdisciplinarity, cross-cultural perspectives, and care with the goal of better understanding the human and more-than-human world. The curriculum includes courses in the natural sciences, social sciences, and humanities that encourage students to explore the scientific, technical, social, political, economic, cultural, aesthetic, historical, ethical, and justice-oriented aspects of environmental inquiry. Students approach questions in the major by developing more focused knowledge and methodological tools in their major concentration. At a time of radical climatic and environmental change, we aim to empower students to create a more just, livable, and compassionate world for human and more-than-human flourishing.

More information is available on the [Environmental Studies program website](#).

Major Requirements

1. Introduction

Complete the following courses:

- ENVR 204 Environment and Society
- ENVR 205 Lives in Place

2. Lab Introduction

Complete at least one course from the following:

- ENVR 203 Scientific Approaches to Environmental Issues/Lab
- ENVR 240/BIO 241/EACS 241 Water and Watersheds/Lab
- ENVR 310 Soils/Lab

3. Natural Science Core

Complete at least one course from the following:

- BIO206 - Evolution and Interactions of Life
- ENVR306 - Disturbance Ecology
- EACS210 - Sedimentary Processes and Environments/Lab

- ENVR217 - Mapping and GIS/Lab
- ENVR220 - GIS across the Curriculum
- ENVR221 - Ecology of Food and Farming
- ENVR229 - Electric Grids
- ENVR240 - Water and Watersheds/Lab
- ENVR246 - Conservation Biology
- ENVR251 - Ecology and Policy: The Maine Lobster Fishery and Right Whale Conservation
- ENVR310 - Soils/Lab
- BIO271 - Dendrology and the Natural History of Trees/Lab
- BIO246 - Conservation Biology
- BIO313 - Marine Ecology
- EACS231 - Past Climates and Paleoclimate Proxies
- ENVR225 - Biogeography

4. Social Science Core

Complete at least one course from the following:

- ECON222 - Environmental Economics and Policy
- ENVR209 - Sustainable Cities
- ENVR223 - Politics of Wildlife Conservation
- ENVR272 - Oikos: Rethinking Economy and Ecology
- ENVR273 - Land and Livelihood
- ENVR304 - Politics of Nature
- ENVR337 - Social Movements, NGOs, and the Environment
- ENVR350 - Environmental Justice
- ENVR251 - Ecology and Policy: The Maine Lobster Fishery and Right Whale Conservation

5. Humanities Core

Complete at least one course from the following:

- ENVR211 - U.S. Environmental History
- ENVR214 - Environmental Ethics
- ENVR227 - Catastrophes and Hope
- ENVR235 - Climate Fiction
- ENVR273 - Land and Livelihood
- ENVR304 - Politics of Nature
- ENVR318 - Ecomedia: Audiovisual Cultures of the Environment
- ENVR349 - Extinction
- EUS322 - Mountains and Modernity
- HIST301S - Environmental History of China

6. Concentration

Complete all requirements from one concentration listed below:

Concentration 1: Environment and Human Culture

- a. Environmental Literature, Film, Rhetoric, and/or Cultural Studies
Complete at least three courses from the following:

- ENVR227 - Catastrophes and Hope
- ENVR235 - Climate Fiction
- ENVR349 - Extinction
- ENVR354 - Bodies of Land: The Creation of Indigeneity in Film
- AVC285 - Renaissance and Post-Renaissance Gardens and Landscape Architecture
- AVC377A - Picturesque Suburbia
- ENVR515 - Photographing the Landscape
- ENVR273 - Land and Livelihood
- ENG395D - Gender and Species
- ENG395L - Utopia/Dystopia Fiction
- ENVR227 - Catastrophes and Hope
- ENVR318 - Ecomedia: Audiovisual Cultures of the Environment
- AFR321 - Afroambiente: Escritura negra y medio ambiente
- ENVR349 - Extinction
- ENVR526 - Overstories: Telling the Lives of Trees
- RFSS100 - What is Rhetoric?
- RFSS120 - Introduction to Screen Studies

b. Environmental Philosophy and/or History

Complete at least two courses from the following:

- ENVR214 - Environmental Ethics
- ENVR304 - Politics of Nature
- PHIL310 - Buddhist Philosophy
- ENVR314 - The Environment and What We Owe to Each Other
- ENVR301M - New England: Environment and History
- AMST210 - Technology in U.S. History
- ENVR211 - U.S. Environmental History
- ASIA302 - Environmental History of China

c. Additional Elective

Complete one additional elective course, at any level, chosen from one of the lists above.

d. 300-Level Requirement

At least two courses taken as part of the concentration must be at the 300-level.

Concentration 2: Global Environmental Politics

a. Politics

Complete at least one course from the following:

- PLTC171 - International Politics
- PLTC222 - International Political Economy
- FYS542 - The Nature of International Development
- PLTC125 - States and Markets

b. Methods

Complete at least one course from the following:

- ANTH210 - Ethnographic Methods
- BIO244 - Biostatistics
- ECON250 - Statistics
- EDUCS26 - Qualitative Methods of Education Research
- PSYC218 - Statistics
- SOC205 - Research Methods for Sociology
- GSS250 - Interdisciplinary Studies: Methods and Modes of Inquiry
- ANTH210 - Ethnographic Methods
- DCS212 - Digital History Methods
- RFSS257 - Rhetorical Criticism
- RFSS276 - Television Criticism
- INDS 250 Interdisciplinary Studies: Methods and Modes of Inquiry

c. Electives

Complete at least two courses from the following:

- ENVR209 - Sustainable Cities
- ENVR223 - Politics of Wildlife Conservation
- ENVR251 - Ecology and Policy: The Maine Lobster Fishery and Right Whale Conservation
- ENVR272 - Oikos: Rethinking Economy and Ecology
- ENVR273 - Land and Livelihood
- PLTC236 - The Global Politics of Climate Change
- LALS249 - Politics of Latin America
- PLTC290 - Politics of Sub-Saharan Africa
- SOC235 - Global Health: Sociological Perspectives
- SOC250 - Privilege, Power, and Inequality
- EUS241 - The European Union
- HIST211 - U.S. Environmental History
- AMST244 - Native American History
- PLTC205 - State-Society Relations in the Modern Middle East
- PLTC215 - Political Participation in the United States
- ENVR337 - Social Movements, NGOs, and the Environment
- PLTC236 - The Global Politics of Climate Change
- PLTC249 - Politics of Latin America
- PLTC262 - Politics of the Modern Middle East
- PLTC276 - U.S. Foreign Policy
- PLTC283 - International Politics of East Asia
- ECON284 - The Political Economy of Capitalism
- PLTC290 - Politics of Sub-Saharan Africa
- SOC235 - Global Health: Sociological Perspectives
- SOC236 - Urban Sociology
- SOC250 - Privilege, Power, and Inequality

d. 300-Level Courses

Complete at least one course from the following:

- ENVR304 - Politics of Nature

- ENVR337 - Social Movements, NGOs, and the Environment
- ENVR350 - Environmental Justice
- ECON309 - Economics of Less-Developed Countries
- ECON325 - Prices, Property, and the Problem of the Commons
- PLTC352 - Participatory Democracy in the Americas
- AFR304 - Decolonization
- ECON315 - Energy Economics
- ENVR337 - Social Movements, NGOs, and the Environment
- ENVR354 - Bodies of Land: The Creation of Indigeneity in Film
- HIST301M - New England: Environment and History
- PLTC346 - Power and Protest
- PLTC352 - Participatory Democracy in the Americas
- PLTC371 - International Peacekeeping
- SOC346 - Knowledge, Action, and Social Change

Concentration 3: Ecology and Earth Systems

a. Natural Science

Complete at least one course from the following:

- BIO 195 Lab-Based Biological Inquiry
- CHEM 108A Chemical Reactivity/Lab
- EACS 103 Earth Surface Environments and Environmental Change/Lab
- EACS 107 Katahdin to Acadia: Field Geology in Maine/Lab
- EACS 109 Earth's Climate System/Lab
- FYS 476 Coastal Hazards/Lab
- MATH 106 Calculus II
- MATH 205 Linear Algebra
- PHYS 106 Energy and Environment
- PHYS 107 Introductory Physics of Living Systems I/Lab
- PHYS 108 Introductory Physics of Living Systems II/Lab

Courses in this section must be taken at Bates (no AP credit). An additional course from the "Electives" category can substitute for one these as long as it meets the requirement of being from a second academic unit.

b. Electives

Complete at least two courses from the following:

- BIO204 - Biological Research Experience: Molecules to Ecosystems
- BIO206 - Evolution and Interactions of Life
- BIO315 - Microbiology/Lab
- ENVR221 - Ecology of Food and Farming
- ENVR226 - Hydrogeology
- ENVR240 - Water and Watersheds/Lab
- ENVR246 - Conservation Biology
- ENVR251 - Ecology and Policy: The Maine Lobster Fishery and Right Whale Conservation
- ENVR271 - Dendrology and the Natural History of Trees/Lab

- EACS210 - Sedimentary Processes and Environments/Lab
- EACS230 - Earth Structure and Dynamics/Lab
- EACS240 - Environmental Geochemistry/Lab
- BIO342 - Ecological and Evolutionary Physiology
- EACS231 - Past Climates and Paleoclimate Proxies

c. Methods

Complete at least one course from the following:

- BIO244 - Biostatistics
- CHEM212 - Analytical Chemistry/Lab
- ENVR217 - Mapping and GIS/Lab
- ENVR220 - GIS across the Curriculum
- EACS220 - Dynamical Climate
- MATH255E - Nonlinear Models and Chaos
- PHYS216 - Computational Physics
- DCS109 - Intro to Computer Science for Software Development
- DCS210 - Programming for Data Analysis and Visualization
- MATH255A - Mathematical Models in Biology

d. 300-Level Ecology or Earth Systems Course

Complete at least one course from the following:

- BIO313 - Marine Ecology
- ENVR302 - Restoration Ecology/Lab
- ENVR303 - Restoration Ecology
- ENVR306 - Disturbance Ecology
- ENVR310 - Soils/Lab
- ENVR333 - The Genetics of Conservation Biology/Lab
- EACS341 - Stable Isotope Geochemistry
- BIO336 - The Genetics of Conservation Biology
- EACS305 - Current Topics in Climate and Environmental Change
- EACS307 - Soils and Landscape Evolution
- EACS310 - Quaternary Paleoclimatology/Lab

7. Capstone

Complete at least one course from the following:

- ENVR 417 Practicum in Community-Engaged Research
- ENVR 450 Senior Capstone in Environmental Studies
- ENVR 457 Senior Thesis
- ENVR 458 Senior Thesis

Majors must complete a one- or two-semester capstone for their W3. Capstone courses and projects must build in some significant way upon the courses that students take as part of their major concentration. Students wishing to complete an independent capstone will need to undertake additional coursework beyond that required for the major either within their concentration or across other concentrations. Students write proposals for W3 placement in the winter semester of the junior year.

The majority of environmental studies majors fulfill their W3 capstone requirement by taking either ENVR 417, a community-engaged research capstone, or ENVR 450, a capstone in public writing. Students who wish to undertake a semester (or in rare cases, two semesters) of independent research, culminating in a long-form research paper (ENVR 457, ENVR 458), may apply to do so. In order for students to have sufficient scholarly background for an extended independent research project, students wishing to pursue this option will need to undertake additional coursework beyond that required for the major either within their concentration or across other concentrations. Students should speak with their advisor to plan such coursework. Proposals for all W3 capstone options are due by May 1st of the applicant's junior year, regardless of whether they intend to write in the Fall or Winter semester.

Courses Taken Outside of Bates

Students are encouraged to consider study abroad. Students who are far enough along in the major to successfully complete it even with a semester away are typically approved for one semester abroad. Students pursuing extensive study of a foreign language at Bates may apply for two semesters abroad in a country where the language of study is spoken if they are sufficiently far enough along in the environmental studies major. Only one course taken abroad may count toward the major, regardless of the number of semesters abroad, and the course must be approved by the major advisor. For both study-abroad courses and transfer courses from other institutions, a single course may transfer as either an introductory or intermediate course in the student's concentration. Transfer credits may not be counted towards the core or a 300-level elective.

Short Term Courses

Where listed, students may use one Short Term course to fulfill a concentration requirement.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Students must complete ENVR 204, 205 and either 203 or another core science course by the end of their sophomore year. The core courses ENVR 203, 204, and 205 are not open to junior or senior majors. To ensure that students are able to enroll in mid-level electives in the natural sciences, the environmental studies committee recommends that all students interested in environmental studies take a related course in biology, chemistry, physics, earth and climate sciences, or environmental science during their first year.

Students are advised that no more than two courses may be counted toward the environmental studies major and second major or a minor.

Students should note that there may be flexibility in requirements due to changes in the curriculum.

Students interested in environmental education are advised to take a minor or General Education Concentration in education in addition to their major in environmental studies.

Course Offerings

ENES 121Q The Lives of Rivers

In this colloquium, students read broadly—from the magical waterways of classical antiquity to the American folk tradition that takes us "down by the riverside"—in order to better understand the human need to write about rivers. Students consider verse by Whitman, Walcott, and Spark alongside Twain's stories of Huckleberry Finn and the classic angling novella *A River Runs Through It*. From the local riparian zone on the banks of the Androscoggin, students follow contemporary currents of ecocritical inquiry, investigating moments when the landed human body is literally or figuratively swept away by a torrent of fresh water.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wright, Myra

Instructor Permission Required: No

ENVR 124 Managing the Gulf of Maine: Climate Change and Impacts on Coastal Communities

The Gulf of Maine, due to its oceanography and other factors, has historically supported the harvesting of abundant marine resources, such as groundfish, lobster, and shellfish. Climate change is, however, leading to considerable environmental change with warming waters, increasing ocean acidification, and sea level rise, forcing communities to adapt existing resource management, reconsider location of coastal structure, and make way for new uses of the Gulf of Maine, such as aquaculture and energy production. This interdisciplinary course draws on oceanography, ecology, history, economics, anthropology, and political science to explore these pressures on the marine environment's impact on coastal economies. Through lectures, discussion, readings, and field trips, students explore the social and ecological dimensions of managing fisheries and aquaculture with a focus on the Gulf of Maine.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cleaver, Caitlin

Instructor Permission Required: No

ENVR 203 Scientific Approaches to Environmental Issues/Lab

An introduction to central concepts in environmental science through the study of specific environmental issues. Focal issues, landscapes, and ecosystems illuminate the function and interrelationship of physical, chemical, biological, and socio-cultural systems at scales ranging from microscopic to global. The laboratory links field studies of environmental systems to the scientific concepts, tools, habits of the mind, and approaches to data handling and analysis that environmental scientists use. Not open to juniors or seniors.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C021, C058, C063, C065, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: Ewing, Holly

Instructor Permission Required: No

ENVR 204 Environment and Society

The environmental crisis is profoundly political. This course familiarizes students with some of the major social scientific contributions to understanding how and why environmental problems arise, how they are defined, and how different groups are affected by and respond to them. The course first outlines the contemporary world system in which environmental debates take place and then identifies drivers of environmental change. Students then apply these ideas to a variety of ongoing environmental controversies, including climate change, agriculture, urbanization, biodiversity conservation, pollution, and environmental justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

ENVR 205 Lives in Place

What does it mean to live sustainably in place? This course investigates possible answers to that question by considering lives in place: particular stories, particular places, and multiple forms of storytelling about human relationships to the more than human world. From nature writing to poetry, memoir, documentary, film, and the novel, humans (the "storytelling animal") demonstrate ways of living that enable us to reflect on the virtues, values, vices, and trade-offs of those lives. keystones in this consideration include modernity and tradition, technologies of change, voices and points of view, animal agency, eating as agricultural act, consumption, and creativity. Students consider both classic and emerging texts and artists from a variety of periods and cultures, examples of humans' ongoing experiment in living on Earth.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

ENVR 209 Sustainable Cities

More than half of the world's population now lives in urban areas, a share that will increase to more than two thirds by 2050. What are the consequences of increasing urbanization, and how can urban environments adapt to become more sustainable in the face of global change? Who benefits from urban sustainability strategies (e.g., green design, smart growth, new urbanism), and who absorbs the costs? This course critically unpacks these questions through case studies from Global North and South and explores strategies for socio-ecological justice in urban transit, housing, energy, water, waste, and land use. Prerequisite(s): ENVR 204.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C057, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 211 U.S. Environmental History

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 211, HIST 211

Instructor: Hall, Joseph

Instructor Permission Required: No

ENVR 214 Environmental Ethics

What do we owe to nonhuman animals? How ought we treat plants and other nonsentient organisms? Are ecosystems appropriate objects of moral concern? This course focuses on moral issues that arise as a result of human interaction with the environment. Students discuss mainstream Western philosophers as well as challenges from the point of view of indigenous cultures, Buddhism, and ecofeminism.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C062, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 215, PHIL 214, REL 215

Instructor: Schofield, Paul

Instructor Permission Required: No

ENVR 216 Nature in the Cultures of Russia

This course explores the connections among environment, culture, and identity in the Eurasian landmass that has been home to Russians, Siberians, and Central Asians. After a brief consideration of the ways in which Russian identities have been grounded in deeply conservative understandings of land and peasantry, students consider alternative and revisionist versions that draw on "nature" to explore gender, sexuality, and ethnicity, often in direct opposition to the state. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C024, C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 216, RUSS 216

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 217 Mapping and GIS/Lab

Geographical information systems (GIS) are computer-based systems for geographical data presentation and analysis. They allow rapid development of high-quality maps, and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive computer use of ArcGIS (ESRI). Geological and environmental projects introduce students to cartography, common sources of geographic data, methods for collecting novel spatial data, and data quality. Finally, students learn to extend the capabilities of GIS software to tackle more advanced spatial analysis tasks by completing an independent project. Lectures supplement the laboratory component of the course. Prerequisite: one 100-level course in earth and climate sciences or one 200-level course in environmental studies.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C068, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 217

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 219 Disasters and Displacement

This course explores the social, political, and economic production of "natural" disasters, and the linkages between disasters and various types of displacement (e.g., temporary/permanent, internal/international, and forced/voluntary). We take a case-study approach to understand disasters and displacement and work across a diversity of geographic and cultural contexts. Lastly, we engage both domestic and international law and policy as it relates to disaster preparedness and recovery, displacement, and resettlement.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 220 GIS across the Curriculum

Geographical information systems (GIS) are computer-based systems for analyzing spatially located data. They allow rapid development of high-quality maps and enable sophisticated examination of spatial patterns and interrelationships. In this course students learn the principles of GIS through extensive use of the software ArcGIS (ESRI). Modules from across the curriculum introduce students to spatial data by exploring common data sources, data collection methods, data quality, and data presentation methods. Finally, students extend their capabilities in advanced spatial analysis tasks by undertaking an independent project.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): C007, C029, C058, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aoki, Carissa

Instructor Permission Required: No

ENVR 221 Ecology of Food and Farming

This course introduces the principles of ecology as applied to agricultural systems. Students explore the interaction of plants and animals raised or harvested for food and the ecosystems of which they are a part in both conventional and low-input systems. Readings are focused on the ecological foundation of how agricultural ecosystems function and may include related socioeconomic and cultural forces and context such as federal farm policy, labor, cultures of food, and environmental justice. Basic facility with spreadsheets is assumed. Weekend field trips may be required. Prerequisite(s): BIO124, 195, 206, ENVR203, 240 or 310.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aoki, Carissa; Ewing, Holly

Instructor Permission Required: No

EDES 222 Community Writing and Gardens

In this course, students practice community literacy by reviewing literature about education in school and community gardens, engaging in creative writing workshops, developing and conducting workshops in Lewiston-Auburn community gardens, and drafting reports about next steps for community literacy projects in area gardens, including a study of sites on campus for garden-based learning. The course culminates with a celebration of community literacy that includes work written by Bates and local K-12 students and a community meal of local food.

Modes of Inquiry: [AC], [CP]
Writing Credit: [W2]
GEC(s): C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Wade, Stephanie
Instructor Permission Required: No

ENVR 223 Politics of Wildlife Conservation

The pursuit of wildlife conservation has produced significant policy changes, funding flows, international conventions, and countless projects. But how and why does conservation happen? And what are the consequences for diverse human and nonhuman communities? This course seeks to answer these questions through topics including the historical origins of the conservation idea; the national parks movement in the United States and the British Empire; the raced, classed, and gendered dimensions of conservation; protectionist, integrated, co-managed, and market-based approaches; human-wildlife conflicts; the illegal wildlife trade; de-extinction; rewilding; and conservation ethics. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C022, C072
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Pieck, Sonja
Instructor Permission Required: No

ENVR 225 Biogeography

Biogeography is the study of spatiotemporal distribution of biota through the interplay between living systems and the environment. This course explores how biogeographic processes influence the evolution of species, communities, and ecosystems, and provides background and analytical techniques for studying the effects of global change on biota. The course combines evolutionary and ecological perspectives in the field of biogeography and shows how Earth history, contemporary environments, and evolutionary and ecological processes have shaped species distributions. General patterns in space and time across the Earth's aquatic and terrestrial ecosystems are used to illustrate biogeography. This course examines how geographically-linked processes influence evolution and extinction of biota, and provide an overview of the techniques and applications for studying the interplay between geographic ranges, environment, evolution, and extinction. Prerequisite(s): BIO 195 or 204 or ENVR 203 or 240.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): BIO 225
Instructor: Minor, Jesse
Instructor Permission Required: No

ENVR 226 Hydrogeology

Hydrogeology is the study of the movement and interaction of underground fluids within rocks and sediments. This course uses hydrogeology as a disciplinary framework for learning about groundwater processes, contamination, supply, use, and management. Students engage in practical applications of hydrogeology via discussions, guest lectures, research projects, problem sets, and hands-on experience. Students learn field and laboratory methods for determining and analyzing groundwater flow, contamination, and aquifer properties by working at local sites of interest in central Maine. Prerequisite(s): ENVR 203 or one 100-level earth and climate sciences course.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C058, C070

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 226

Instructor: Johnson, Bev

Instructor Permission Required: No

ENVR 227 Catastrophes and Hope

Throughout human history, environmental wastelands have occupied a peculiar spot in our cultural imagination, invoking the specter of absolute catastrophe, and yet equally suggesting the hopeful possibility of rebirth and renewal. This course examines narratives of ecological disaster drawn from various time periods and cultural traditions, and including religious texts, memoir, literature, and film. Particular attention is paid to how events including the cold war and the contemporary climate crisis have caused us to reimagine the figure of the “wasteland” in the twentieth and twenty-first centuries. Prerequisite(s): ENVR 205.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

ENVR 231 Climate (In)Justice

Year after year of unprecedented flooding, fires, and heatwaves: the climate crisis of the future is now. Governments, NGOs, scientists, entrepreneurs, communities, and individuals across the world are now confronted with the climate crises in variable and uneven ways. The drivers of climate change and how humanity responds to climate impacts each engender matters of climate (in)justice. This course explores the ways in which the uneven distribution of climate harms and benefits are deeply linked to structural inequalities along axes of race, class, gender, and nationality. Through engagement with case studies and social movements, topics such as sacrifice zones, environmental racism, climate gentrification, green grabbing, disaster capitalism, climate apartheid, and climate displacement are explored. Finally, students consider possibilities and proposals for realizing more just climate futures.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Pieck, Sonja
Instructor Permission Required: No

ENVR 235 Climate Fiction

This course examines representations of climate change in contemporary literature, comics, and film. Working with materials from a variety of world regions and cultural traditions, students consider the emerging genre of "climate fiction" in relation to a larger and longer history of environmental fiction. They grapple with the form, function, and limits of climate fiction as a discourse. Is cli-fi a kind of science fiction? A new mode of realism? A new form of activism or pedagogy? A genre of Anthropocene fiction? Or something else entirely? Prerequisite(s): ENVR 205 or one 100-level English course.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (English: Post-1800)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ENG 235
Instructor: Harper, Tyler
Instructor Permission Required: No

ENVR 238 Visualizing Data: Design, Power, Truth

Data influence our lives and the policies that affect them, making data literacy an important component of responsible citizenship in the twenty-first century. Regardless of prior quantitative background, this course provides a basic data literacy tool kit to enable students to learn quantitative reasoning skills through data collection, analysis, and visualization; develop an eye for good graphic design principles and their power in telling the truth with data; and arrive at an intellectual model for data skepticism, including the use of a decolonizing or equity/inequality framework in approaching quantitative questions. Prerequisite(s): ENVR 203 or one course bearing the [S], [L], or [Q] General Education designation.

Modes of Inquiry: [HS], [QF]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Aoki, Carissa
Instructor Permission Required: No

AFES 239 Anti-Blackness and the Environment

This course interrogates the link between anti-Blackness and the environment. It examines how race, power, and environmental risk converge to create environmental racism, which disparately impacts Black

communities. This is a conundrum of the Anthropocene: those who cause the least pollution experience its effects the most. Students explore this dynamic while paying attention to how communities fight back and demand justice. They also consider the role this dynamic plays in our current climate crisis and what it implies for the responsibility and possibilities of repair.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shepard, Cassandra

Instructor Permission Required: No

ENVR 240 Water and Watersheds/Lab

This course explores the structure and function of lakes and rivers and their relationship to the surrounding terrestrial systems. Students consider physical, chemical, and biological processes that influence the movement and quality of water, emphasizing controls on the distribution, movement, and chemistry of water both to and within freshwater ecosystems. Field and laboratory studies combine ecological, geological, and chemical approaches to questions of water quality and quantity as well as an introduction to working with large data sets. Students are assumed to be proficient in the use of spreadsheets. Prerequisite(s): one of the following: BIO 195; ENVR 203; BI/EA 112; EACS 103, 104, 107, 109, or FYS 476.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C021, C045, C058, C068, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO 241, EACS 241

Instructor: Ewing, Holly

Instructor Permission Required: No

ENVR 243 International Development

This course casts a critical eye on the international development complex and its varied consequences for environments and communities worldwide. Students first consider the colonial origins of the development idea, its institutional growth in the twentieth century, and various theoretical approaches to development. Drawing heavily on case studies and voices from across the global South, the course then explores major environment-development quandaries such as extractive industries, large infrastructure projects, public health, famine and food security, climate change adaptation, disaster relief, and foreign aid, all the while measuring them against development's shifting aspirations: poverty alleviation, social justice, and sustainability. Prerequisite(s): ENVR 204 or any course in Latin American and Latinx Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 243

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 246 Conservation Biology

The work of conserving the ecological systems on which we and other species rely draws on many disciplines, including biology, policy, ethics, and other disciplines to conserve biological diversity. This course focuses on the biological aspects of conservation work while also considering their context within a complex, interdisciplinary endeavor. Students examine conservation at multiple scales, including the conservation of species, biological communities, and ecosystems. Classroom activities help students develop scientific reasoning skills and apply them to conservation problems. Readings and discussions encourage students to consider social, ethical, and other perspectives on conservation work. Prerequisite(s): BIO 190, 195 or ENVR 203, 240, or 310.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 246

Instructor: Essenberg, Carla

Instructor Permission Required: No

ENVR 251 Ecology and Policy: The Maine Lobster Fishery and Right Whale Conservation

Understanding how science, policy, and livelihoods interact is critical to citizen engagement with many issues related to the environment. This course provides some of the tools for such interdisciplinary engagement, using the case study of the Maine lobster fishery and ongoing debates over right whale conservation within that fishery. The course reviews the basics of how marine policy is made at local, state, and federal levels; explores concepts and models from population ecology and their application in conservation and fisheries management; and asks how policy can be responsive to livelihood needs that are in conflict with conservation goals. Prerequisite(s): ENVR 203 or BIO 206.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aoki, Carissa

Instructor Permission Required: No

ENVR 271 Dendrology and the Natural History of Trees/Lab

In this field-based course, students engage in the scientific study of the natural history and identification of trees and important shrubs native to New England, and some commonly planted non-native trees. Topics include the anatomy, function, taxonomy, biology, and uses of trees. Lecture topics support weekly outdoor laboratories, which may include trips to such field sites as the Saco Heath, Thorncrag Bird Sanctuary, and Wolfe's Neck State Park. Study of the woody flora of New England serves as a foundation for further work in

biology, environmental studies, conservation, or related fields. Prerequisite(s): BIO 117, 124, 195, 206, or ENVR 203.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C058

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 271

Instructor: Huggett, Brett

Instructor Permission Required: No

ESPT 272 Oikos: Rethinking Economy and Ecology

Economy and ecology share the same Greek root: oikos, or "home." Both name relationships that are crucial to the sustenance of life, yet these two domains often appear to be locked in mortal combat. Why is the oikos of modern life torn asunder? What is this split and how did it arise? Is reconciliation possible? If so, what might it entail? This course brings critical tools from political theory and science studies to bear on these questions, exploring a variety of attempts to rethink the relation between economy and ecology and to reconfigure the very nature of the categories themselves. Recommended background: one course in anthropology, economics, environmental studies, politics, or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miller, Ethan

Instructor Permission Required: No

ENVR 273 Land and Livelihood

Land is the source of life and a site of tremendous struggle. Who gets to use land and how? Who decides? What is at stake in the ways we think about and represent the land? How might we enact more just and nourishing ways of living with the places that sustain us? Engaging these questions through historical, legal, philosophical, and anthropological perspectives—particularly in the U.S. context—this course seeks to foster a critical and creative understanding of the complex, contested meanings and uses of land, and of possibilities for enacting new forms of land care and land justice. Prerequisite(s): ENVR 204 or 209.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miller, Ethan

Instructor Permission Required: No

ENVR 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States

Food as one of the most basic human needs has generated incredible efforts to shape the environment. Beginning in the nineteenth century, innovations that applied principles of industry to food production have resulted in an unprecedented availability of food. But nonhuman organisms have resisted complete commodification again and again, and have shaped the U.S. and global food system in return. From the vantage point of the United States and Maine in particular, this seminar explores how humans linked agriculture, labor, science, technology, industry, empire, and global trade and development into a powerful industrial-agrarian system that feeds us today.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301I

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 301M New England: Environment and History

This seminar examines how people relate to their environments and how those relationships have changed. It also examines how understanding of “the environment” has consequences for how people influence it, how it influences them, and even how people influence each other. Understanding these varied relationships within the human and more-than-human world highlights how canoe routes, beach towns, textile mills, apple orchards, and all other New England environments are products of human dynamics, including those of race, gender, and class. Drawing on scholarly work as well as primary sources (including paintings, newspapers, diaries, and maps), students gain an appreciation for this complex history. They then engage in the process of writing their own analysis of some part of the region’s past.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C045, C059, C068

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301M

Instructor: Hall, Joseph

Instructor Permission Required: No

ENVR 304 Politics of Nature

What is nature and what does it mean to say that it has a politics? In one common understanding, nature is precisely that which stands apart from political dynamics, indicating a world of objective “facts” beyond human influence. Yet the concept of nature has long been implicated in relations of power, whether by making certain social relationships such as race, gender, and class seem inevitable or by lending strength to movements for liberation. This course examines the politics of nature through various lenses of poststructuralist, postcolonial, feminist, and Marxist political theory, ultimately seeking to imagine how nature itself might become a site for transformative democratic practice. Prerequisite(s): two of the

following: AN/ES 242; ENVR 203, 204, or 205; ES/PL 214; ES/PT 272; GS/PL 262; GSS 100; PHIL 150 or 211; PLTC 191 or 202; or SOC 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miller, Ethan

Instructor Permission Required: No

ENVR 305 Aquaculture Science and Management

Aquaculture is the farming of aquatic organisms. This course is an examination of species, cultivation techniques, environmental conditions, and management considerations central to aquaculture. We will explore these topics at both a global level and a regional level, giving significant attention to aquaculture research and development efforts in Maine. Students will learn about and apply the fundamental biological, chemical, and ecological concepts at play in the most common culture systems. We will also discuss issues that have affected the growth and development of aquaculture in the last century.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

BIES 306 Disturbance Ecology

Many ecosystems have a long evolutionary history of being adapted to natural disturbances such as wildfire, insect outbreaks, and drought. These disturbance processes are required for such systems to persist. On the other hand, anthropogenic disturbances—nuclear disasters, invasive species, oil spills—can have profound effects on systems that are not evolutionarily prepared for them. In this course students examine the effects of natural and anthropogenic disturbances on ecological systems and discuss whether climate change is increasing disturbance severity. Students are introduced to concepts of disturbance probability and risk, and the complexities of conveying this information to the general public. Prerequisite(s): one of the following: BI/ES 246, 271; BIO 113, 128, 133, 206, 221, 270; ENVR 203, 221, 240, or 310. Open to juniors and seniors.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Aoki, Carissa

Instructor Permission Required: No

ENVR 307 Narrating (Agri)cultures: Ecologies of Livelihood, Care and Reciprocity

Many stories associated with the environment reflect the experiences of populations that no longer grow their food or manage their waste – experiences that favor the idealization of “Nature” as a space of recreation or conceal the communities that make the modern economy possible. What priorities, hopes and anxieties emerge when we center communities that work the land? Devaluing the knowledge of small-scale farmers, indigenous peoples and minoritized communities has supported the spread of colonial capitalism. We ask how this stigma is contested by the stories of these groups today as they struggle to restore ancestral practices of land use, resist industrial agrobusiness or secure food sovereignty in the face of climate change. Through the study of art, literature and scholarship produced by these communities and their allies, we ask how the stories and ways of storytelling of those who work the land reorient definitions of “environment” and climate action and “resilience” agendas. Prerequisite(s): ENVR 205

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Martinez, Christine

Instructor Permission Required: No

ENVR 310 Soils/Lab

Depending on one's point of view, soils are geological units, ecosystems, the foundation of plant life, a place for microbes to live, building material, or just dirt. This course takes a scientific perspective and explores the genesis of soils, their distribution and characteristics, their interaction with plants, and their role in global cycles. Field studies emphasize description of soils, inferences about soil formation, and placement within a landscape context. Labs investigate the chemistry of soils and their role in forestry and agriculture.

Prerequisite(s): one of the following: BIO 206; BI/ES 271; CHEM 212 or 215; ENVR 221 or 240; EACS 210, 223, or 240.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C007, C021, C058, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ewing, Holly

Instructor Permission Required: No

ENVR 311 Environmental History of China

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 302, HIST 301S

Instructor: Chaney, Wesley

Instructor Permission Required: No

ENVR 318 Ecomedia: Audiovisual Cultures of the Environment

This course explores audio and/or visual modes of environmental expression including film, documentary photography, music, fine art, architecture, the graphic novel, and manga. Working across cultural traditions and emphasizing works by marginalized authors, artists, and directors, students investigate how various forms of ecomedia have been employed to express environmental sentiments, explore environmental issues, and give voice to those impacted by environmental crises. Equal attention is paid to canonical works of environmental art as well as pop cultural and/or nontraditional works that have often been overlooked. Prerequisite(s): ENVR 205 or one 200-level course in English or rhetoric, film, and screen studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

ENVR 322 Mountains and Modernity

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 322, HIST 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

BIES 333 The Genetics of Conservation Biology/Lab

Conserving biodiversity is important at multiple scales, including genetic variation within species. Does a species have enough variation to evolve in a changing world? Are individuals differentially adapted to local environmental variation? In a captive population of a rare animal, which individuals should be bred to minimize the erosion of genetic variation? Lectures and labs cover the fundamentals of classical, molecular, and population genetics, applying them to current issues in biological conservation. Prerequisite(s): BIO 202, 206, 242 or 270.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dearborn, Don

Instructor Permission Required: No

ENVR 335 Indigenous Ecologies

This course centers Indigenous relations with land, water, climate, and more-than-human others. Drawing upon Indigenous studies and post/de/anticolonial literature, this course explores diverse ways in which Indigenous Peoples around the world understand, experience, and are responding to contemporary ecological challenges of pollution, biodiversity loss, and climate change. A wide range of topics are explored including the construction of knowledge, traditional ecological knowledge, eco-imperialism, ecocide, sovereignty and self-determination, and decolonization. This is a writing-intensive course culminating in the development of a creative anticolonial case study project. Prerequisite(s): ENVR 204 or 205.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 341 Political Ecology of Climate Change

This course takes a critical political ecology approach to understanding the current global climate crisis. We will engage the historical, economic, cultural, and political dimensions of climate change, as well as adaptation and mitigation responses to it. This course does not attempt to present a comprehensive review of the political ecology literature on climate change. Rather, it is designed as an exploration of political ecology's insights and arguments as they pertain to climate change impacts, governance, and politics. The course is divided into four units: (I) defining the political ecology of climate change field, (II) doing political ecology research, (III) exploration of climate cases, and (IV) political ecology applied: climate case studies. Throughout the class, students engage in collaborative, community-engaged research centered around a local or regional climate issue of their choice. Prerequisite: ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 349 Extinction

This course considers how key historical developments, including the rise of evolutionary biology, the birth of the nuclear age, and the contemporary climate crisis, have informed and transformed how writers, thinkers, and artists have imagined species extinction from the nineteenth century to the present. Beginning with the discovery of the first extinct species in 1796, students trace the concept of extinction across discourses including literature, film, philosophy, and the history of science. Particular attention is paid to questions concerning biodiversity loss and climate change, our cultural fascination with prehistoric life, and the omnipresent threat of human extinction. Prerequisite(s): ENVR 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

ENVR 350 Environmental Justice

This seminar explores issues of environmental justice by focusing on how lines of difference—especially race, class, and gender—mediate people's relationships to each other and to the natural world. How do power relations shape differential access to and control over resources? What makes people more or less vulnerable to environmental changes? Through a selection of historical and contemporary topics and case studies from across the United States, the course explores how political, economic, and cultural forces shape environmental inequalities and how, in trying to address those inequalities, various groups challenge and broaden the assumptions and practices of modern environmentalism. Prerequisite(s): ENVR 204.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C008, C041, C065, C068

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pieck, Sonja

Instructor Permission Required: No

AMES 354 Bodies of Land: The Creation of Indigeneity in Film

This course explores the representation and roles of Indigenous peoples in film, the creation and maintenance of the settler-colonial imagination, the inseparable links between Indigenous bodies and land,

and the roles of environment and landscape. This is an Indigenous studies course, centering Native American, First Nations, and Indigenous interests, perspectives, and identities. The course relies on various genres of films; "classics," independent, Hollywood blockbuster, and documentary, created by a range of filmmakers from various backgrounds and identities. Students become well-versed in the topic and impacts of settler-colonialism, develop critical thinking, and explore methods of analysis that will allow them to apply methodological skills related to film review, analysis, and writing.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Barnett, Kristen

Instructor Permission Required: No

ENVR 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 417 Practicum in Community-Engaged Research

Students work collaboratively to complete an interdisciplinary semester-long project. Projects include work with previously identified community partners and may vary from year to year. The course deals explicitly with the issues and best practices arising from doing complex collaborative work in a community-engaged setting. Prerequisite(s): ENVR 204 and 205 and one of ENVR 203, 240, or 310.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): C008, C012, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 450 Senior Capstone in Environmental Studies

This course serves as a capstone to the environmental studies major, in which students hone skills needed for future lives as environmental scientists, activists, practitioners, and artists. Students learn a variety of modalities for communicating about environmental topics with public audiences. They consider environmentally themed text as models for writing (e.g., advocacy, scholarship, scientific writing, personal and lyrical essays, natural history) and explore new media forms (e.g., podcasts, video essays, and other creative formats). Students' environmental writing develops through peer review and culminates in a substantial work for a public audience. Prerequisite(s): ENVR 203, 204, and 205.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W3]

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 457 Senior Thesis

This course involves research for and writing of the senior thesis, under the direction of a faculty advisor. Guidelines for the thesis are published on the program website and are available from the program chair. Students register for ENVR 457 in the fall semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR 458 Senior Thesis

This course involves research for and writing of the senior thesis, under the direction of a faculty advisor. Guidelines for the thesis are published on the program website and are available from the program chair. Students register for ES 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR S13 Infrastructures

Popular representations of digital technologies often present them as somehow independent of material constraints—as inherently clean, "green," and ethereal as a cloud. Those images belie the realities of the information economy's myriad environmental impacts, from resource depletion to water pollution to massive energy consumption. This course, an introduction to the history and politics of infrastructure, directs attention to relationships between human and nonhuman nature, using everyday personal computing as a point of departure. Throughout, students engage with activists, regulators, and maintainers working toward justice and sustainability in the digital age.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS S13

Instructor: Herzig, Rebecca

Instructor Permission Required: No

ENVR S14 The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain

This course immerses students in coastal issues facing Maine with the Bates-Morse Mountain Conservation Area and Phippsburg as the course setting. Students examine community dependence on fisheries and aquaculture and learn how to assess the health of the environment, including salt marshes, mudflats, the rocky intertidal zone, sandy beaches, and coastal forests. By combining the study of human and natural systems, students consider ways to manage resources within the broader context of a changing environment. The course introduces social-ecological systems theory and field methods including basic experimental design, data collection, and analysis. This course includes overnight stays at the Bates-Morse Mountain Conservation Area.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C058, C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): BIO S14

Instructor: Cleaver, Caitlin

Instructor Permission Required: No

ENVR S15 Photographing the Landscape

The course provides a context for studying and analyzing images of the landscape by viewing and discussing historic and contemporary landscape photographs. Questions considered include the role of the sublime in current landscape photography, beauty as a strategy for persuasion, perceptions of "natural" versus "artificial," and contemporary approaches in trying to affect environmental change. Students explore the depiction of the landscape by producing their own work, using "pinhole," black-and-white film, or digital photography. There is a laboratory fee. Recommended background: AVC 219.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C017, C028, C029

Department/Program Attribute(s): (AVC: Studio)

Class Restriction: None

Cross-listed Course(s): AVC S15

Instructor: Morris, Elke

Instructor Permission Required: No

ENES S16 Minding Birds: Culture, Cognition, and Conservation

What are the consequences of minding birds, in several senses (caring for them, being bothered by them, endowing them with faculties of intellect and emotion, or simply believing that they have minds of their own)? This course invites students to take birds seriously as thinking, feeling neighbors by examining literary representations of birds from antiquity to the present alongside recent ornithological studies. Three distinct units focus on separate families: hawks, crows, and sparrows. Students venture outside to record field notes on local species in each of these groups, and compare their findings to representations in literary and scientific texts. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Wright, Myra

Instructor Permission Required: No

ENVR S20 The Future of Food

This course considers how novelists, filmmakers, chefs, activists, and political theorists have imagined the future of food in a warming world. From works of science fiction predicting the "meal-in-a-pill" to "slow food" manifestos by chefs who call for us to think globally but eat locally, the course explores cultural visions of our culinary futures. Will the future of food be marked by transformative technologies or a return to ancestral traditions and local food economies? Students explore these questions in conjunction with a weekly bread baking "lab" in which they learn the basics of making sourdough using Maine-grown grains. Prerequisite(s): ENVR 205 or one course in English or rhetoric, film, and screen studies. This course is not open to first-year students. Please note: This course has an extra cost of \$100.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Harper, Tyler

Instructor Permission Required: No

ENVR S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S21, CMS S21

Instructor: Hughes, Jen

Instructor Permission Required: No

ENVR S24 Local Food: Sovereignty and Justice

A community's right to healthy and culturally appropriate foods produced through ecologically sound and sustainable methods is at the center of numerous climate justice debates and "resilience" initiatives, particularly those driven by minoritized and colonized communities. While food sovereignty points to the rights of communities to control and define their own agricultural systems, food justice refers to the systemic lack of access to safe and sustainable nourishment suffered by certain communities, particularly within the globalized, industrial economy. Food sovereignty and food justice are thus intimately entwined struggles in the search for more equitable food systems. Over the course of the term, students will discuss introductory texts to histories and concepts that define these movements as they learn about local food initiatives in Lewiston and its environs through conversations with local activists and visits to local food justice initiatives. Prerequisite(s): ENVR205

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Martinez, Christine

Instructor Permission Required: No

ENES S26 Overstories: Telling the Lives of Trees

Who tells the stories of trees, how do they tell them, and why? How are the lives and voices of forests captured and constructed? Students in this course address these questions by examining a range of novels, histories, and scientific studies focused on trees and forests, and by constructing their own narratives -- fictional and/or historical -- about their lives with trees, including those on the Bates campus and in the surrounding community. They consider how trees and forests have been identified by writers as models for

human beings and human communities. Students hear from those who work with trees, including foresters and arborists, and consider the ways in which the lives of trees and those of human beings are intertwined. Readings include Richard Powers, *The Overstory*; John Fowles, *The Tree*; Lauren Oakes, *In Search of the Canary Tree*; and Peter Wohlleben, *The Secret Lives of Trees*. Prerequisite(s): ENVR 205 or one 100-level English course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nayder, Lillian

Instructor Permission Required: No

ENVR S31 Landscape Ethnography

Environmental anthropologists, geographers and political ecologists have long been preoccupied with understanding the ways in which seemingly “natural” landscapes are actually the result of complex social histories. Landscape ethnography is the approach we take in this class to understand the entangled human and ecological histories of place, and challenge dichotomies of nature and culture. Informed by multispecies, interspecies and more-than-human perspectives across the social sciences and humanities, this class enables students an explorative and creative space to produce a landscape ethnography.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH S31

Instructor: TBA, Staff

Instructor Permission Required: No

ENVR S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

European Studies

Professors Duina (Sociology), López (Hispanic Studies), and Richter (Politics, chair); Associate Professors Cernahoschi (German), Kazecki (German), and Shaw (History); Senior Lecturer George (Hispanic Studies); Lecturer Ballardur (French and Francophone Studies)

The Program in European Studies reinforces the college's mission to engage students in intellectual discovery and informed global citizenship. European studies is a multifaceted interdisciplinary program that broadens students' understanding of the region and encourages them to question assumptions about Europe's role in the world. Courses offered in European studies (EUS or EU) are taught in English.

The establishment of the European Union and the intricate processes of negotiating national identities are recent and contentious steps toward greater political, economic, and cultural collaboration. At the same time, national politics, cultures, histories, sports and entertainment, arts, economies, and languages continue to play a role in defining what Europe is today and what it will become in the future.

The contemporary complexities of European history, society, politics, and languages can only be fully understood by transcending disciplinary boundaries. Courses offered by a variety of departments and programs provide a rich resource for European studies and ensure an interdisciplinary approach to cultural texts and their sociopolitical contexts.

More information is available on the [European Studies program website](#).

Major Requirements

1. Foundation Courses

Complete the following courses:

- EUS 101 Introduction to Europe
- EUS 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday

2. Languages and Cultures

Complete at least four courses from one language category below OR complete two 200-level or higher courses in two different languages listed below.

- a. French (FRE)
- b. German (GER)
- c. Spanish (HISP)
- d. Russian (RUSS)

3. Electives

Complete at least three courses from the following:

- AVC281 - Realism and Impressionism
- AVC282 - Modern European Art
- ENG238 - Jane Austen: Then and Now
- ENG243 - Global Romanticism
- ENG254 - Modern British Literature since 1900

- ENG280 - Anti-Semitism, Assimilation, and the European Novel, 1850-1935
- RUSS216 - Nature in the Cultures of Russia
- EUS111 - Protestors, Punks, and Pioneers: Youth in Eastern Europe
- EUS112 - Gangsters and Gulags: Crime in Russia and Eastern Europe
- EUS206 - The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- EUS215 - Jewish Lives in Eastern Europe
- EUS241 - The European Union
- EUS247 - Contemporary Russia on Film
- EUS254 - Berlin and Vienna, 1900-1914
- EUS281 - Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History
- EUS290 - Political Sociology
- EUSS50 - Independent Study
- FRE151 - Gender, Race, and Social Class in French and Francophone Film
- FRE207 - Introduction to Contemporary France
- FRE250 - Power and Resistance through Writing
- FRES24 - Cooking up French Culture
- FYS297 - The Idea of Europe
- FYS423 - Humor and Laughter in Literature and Visual Media
- FYS425 - Politics and Memory in Central and Eastern Europe
- GER252 - Tracing the Autobiographical: Personal Narratives in German Literature
- GER256 - The Age of Materialism, 1830-1899
- MUS210 - Classical Music in Western Culture
- PHIL272 - Philosophy in the Modern Era (1600-1800)
- PLTC191 - Western Political Theory
- PLTC213 - Great Power Politics
- PLTC260 - Nationalism and Nation Building
- PLTC295 - Reading Marx, Rethinking Marxisms
- THEAS33 - Central European Theater and Politics

Three elective courses taken from at least two different disciplines from the list.

4. Senior Thesis Sequence

a. Upper-Level Seminar

Complete at least one course from the following:

- ENG395K - The Arctic Sublime
- EUS306 - Economic Liberalism and Its Critics
- EUS332 - The Politics of Memory
- GER350 - Margins and Migrations
- GER358 - Literature and Film of the German Democratic Republic
- HISP344 - Gendering Social Awareness in Contemporary Spain
- EUS302 - Sex and the Modern City: European Cultures at the Fin-de-Siècle
- PLTC333 - State Formation, State Development, State Collapse
- PLTC371 - International Peacekeeping

b. Senior Thesis

Complete at least one course from the following:

- EUS 457 Senior Thesis
- EUS 458 Senior Thesis

Courses Taken Outside of Bates

Study abroad in Europe is encouraged but not required to complete the major. Up to four courses from approved study-abroad programs may be counted toward the language or elective courses, with the approval of the program chair.

Pass/Fail Policy

Students may count either one 100- or 200-level elective or one 200-level language course taken Pass/Fail toward the major.

Other Considerations

European Studies majors and minors may not use the Modern Europe GEC (C024) toward meeting General Education requirements.

Minor Requirements

A minor in European Studies consists of six courses:

1. Foundation Course

Complete the following course:

- EUS 101 Introduction to Europe

2. Language and Culture

Complete at least two courses taught in one of the following language categories:

- a. French (FRE)
- b. German (GER)
- c. Spanish (HISP)
- d. Russian (RUSS)

3. Electives

Complete at least three courses from the list of electives for the European Studies Major with at least two distinct departmental or program designations, of which one course must be an advanced seminar taken at Bates.

Courses Taken Outside of Bates

Study Abroad: Students may count for the minor up to two courses taken as part of a study abroad program, subject to approval by the program chair.

Pass/Fail Policy

Students may take a maximum of one elective below the 300-level as Pass/Fail.

Other Considerations

Four Distinct Courses: Of the six courses required for the minor, four must be distinct from courses taken as fulfilling requirements for other majors or minors.

Course Offerings

EUS 101 Introduction to Europe

This course introduces students to major themes in European studies, considering the dynamic processes by which Europe and European identities have been defined since the cold war. Students examine, among other questions, how Europe has changed in the wake of new economic and political realities, with the formation of international organizations, and in the face of shifting ethnic, religious, and cultural landscapes. By investigating these topics from various perspectives, students gain the interdisciplinary tools to understand the intricacies of an ever-changing Europe.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: George, David

Instructor Permission Required: No

EUS 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday

This course examines European revolutions and their legacies—social, cultural, political, and ideological. The French Revolution of 1789 brought unprecedented promises of reform to old Europe, introducing new democratic and egalitarian possibilities. Yet it also brought counterrevolution and new authoritarian rulers, a cycle that seemed to repeat itself in 1848, "the first time as tragedy, the second as farce," as Karl Marx lamented. We consider these revolutions together with the Communist uprisings waged in Marx's name, the "velvet" revolutions of 1989, and the relationship between these last European revolutions and the populism that engulfs the continent today. We investigate these histories as lenses to understand the dynamics of modern revolution; the engagement of ordinary Europeans in these processes; and, not least, the making of modern Europe over the past 300 years.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 104

Instructor: Shaw, Caroline

Instructor Permission Required: No

EURU 111 Protestors, Punks, and Pioneers: Youth in Eastern Europe

This course examines the role of youth and student culture in shaping East European societies in the twentieth and twenty-first centuries. Course materials including film, literature, journalism, and music provide an introduction to East European cultural and social history and encourage students to explore themes of identity, activism, expression, and community. As students move from considering the role of youth in the Russian Revolution to contemporary student protests in support of human rights, class discussions bring new perspectives to the ways young people both navigate and foster change in the times and spaces they occupy.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Stephenson, Cheryl
Instructor Permission Required: No

EUS 112 Gangsters and Gulags: Crime in Russia and Eastern Europe

This course explores the history and shifting contexts of crime and punishment in Russia and Eastern Europe from the nineteenth century to the present. Central questions for the course include how crimes against the state, against property, and against individuals differ; how gender, religious, and ethnic identities impact ideas about criminality; and how legality and morality are related. As students explore literary texts, first-person narratives, films, and other media depicting crime and criminals, they discuss what kinds of norms and values are reinforced or undermined by ideas and actions surrounding crime.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): RUSS 112
Instructor: Stephenson, Cheryl
Instructor Permission Required: No

EUHI 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century

In 1918, Woodrow Wilson famously outlined his Fourteen Points, emphasizing the right of subject peoples to self-determination. While Wilson's was hardly the first critique of empire, it provided a framework for increasingly organized anti-colonial movements. Just as European empires reached their zenith, older rationales for empire became harder to maintain. Yet the end(s) of European empires were long in the making. Many would argue that we have yet to live in a postcolonial world. This course explores the changing arguments over the future of European empires, the contests for power, and their effects on individuals' lives across the globe.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013, C014, C022, C024, C041, C059
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Shaw, Caroline
Instructor Permission Required: No

EUS 215 Jewish Lives in Eastern Europe: History, Memory, Story

An exploration of the cultural landscape of Eastern Europe in the late nineteenth and early twentieth centuries with a focus on Jewish experience. What did it mean to be Jewish under the Austro-Hungarian and

Russian empires and in the interwar republics that replaced them? How did Jews fashion their lives as political subjects, as members of diverse communities, and as individuals? How do historical research, personal and collective memories, a rich storytelling tradition, and mass media shape our access to a cultural landscape that no longer exists?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

EUS 216 Nature in the Cultures of Russia

This course explores the connections among environment, culture, and identity in the Eurasian landmass that has been home to Russians, Siberians, and Central Asians. After a brief consideration of the ways in which Russian identities have been grounded in deeply conservative understandings of land and peasantry, students consider alternative and revisionist versions that draw on "nature" to explore gender, sexuality, and ethnicity, often in direct opposition to the state. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C024, C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 216, RUSS 216

Instructor: TBA, Staff

Instructor Permission Required: No

EUS 217 Fortress Europe: Race, Migration, and Difference in European History

Race in Europe has seemed to be a 20th-century importation, the product of new migrations from the "outposts" of European empires in the wake of WWII. The "migrant crisis" of the present era doubles down on this sense of racial, ethnic, and religious difference as externally imposed. This account has served as a comforting narrative, just as it's been intended to fuel reaction. In this course, we examine changing views on racial, ethnic, and religious differences in European thought and politics since the eighteenth century. In contrast to populist claims, there has been a long history of European difference-making – of "othering" along racial, ethnic, and religious lines that has produced a seemingly white and Christian European identity. Together, we will situate our investigation of difference-making alongside primary sources and recent scholarship which highlight the experiences of the individuals who built their lives and communities in the midst.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C024, C037, C041

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 217

Instructor: Shaw, Caroline

Instructor Permission Required: No

EUS 220 Remembering War: The Great War, Memory, and Remembrance in Europe

The course focuses on ways in which the experience of the First World War changed established narratives of violence and armed conflict in central Europe. It investigates how the new narratives became sites of memory, mourning, and remembrance in the twentieth and twenty-first centuries drawing on examples from Germany, Poland, Czechoslovakia, and Hungary. Conducted in English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C024, C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER 220

Instructor: Kazecki, Jakub

Instructor Permission Required: No

EUS 241 The European Union

This course investigates the politics of European integration and disintegration, with a specific focus on the European Union. Students examine the origins and development of the European Union and its future prospects. Will Europe grow closer together or further apart? What are the trade-offs between "social" and "market" models of integration? What are the impacts of enlargement? What is the future of the Eurozone? Does the E.U. promote regional nationalism, e.g., in Scotland and Catalonia? Why did Britain decide to "leave" the E.U.?

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

EUHI 245 Race, Gender, and Power in the Early Modern Atlantic World

This course approaches Atlantic history through the lens of race, gender, and power. In the early modern world, the Protestant Reformation, the trans-Atlantic slave trade and the rise of the plantation complex, the substantial depopulation of west and central Africa, and indigenous genocide in the Americas significantly reshaped social orders and the meaning of the most salient categories of difference. This course examines the imposition of these categories from above and how socially marginalized groups pushed back against colonial racial, gender, and sexual economies throughout the Atlantic world and in particular societies, including Mexico, Virginia, Barbados, Ghana, and the Congo.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: European)(History: United States)

Class Restriction: None
Cross-listed Course(s): None
Instructor: Becker, Michael
Instructor Permission Required: No

EUS 247 Contemporary Russia on Film

The course engages students with contemporary Russia through cinema and discusses a European culture that is, at the same time, non-Western in its political make up. Topics discussed include the colonial center and its contemporary political and cultural ambitions, imperial periphery and Russia's "quiet others," the Russian Idea in New Auteurism, Putin's blockbusters, Russia's alterities (minorities, sexualities, taboo Russia), Global Russia (the United States, Europe, Russia, and Ukraine).

Modes of Inquiry: None
Writing Credit: None
GEC(s): C019, C024, C069
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): RUSS 247
Instructor: Filipovic, Marina
Instructor Permission Required: No

EUS 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History

If the home was the "Englishman's castle," its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his surroundings. By flipping the script, this course demonstrates the centrality of women, family, and community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Shaw, Caroline
Instructor Permission Required: No

EUSO 290 Political Sociology

This course offers an in-depth examination of core issues in political sociology. Attention turns to the formation of nation-states, nationalism, postcolonialism, neoliberalism and welfare states dynamics, international organizations, social movements and revolutions, democracy and regime change, violence, power, and related topics. Students encounter a variety of theoretical perspectives and methodological approaches, with empirical analyses focusing on case studies from across the globe. Recommended background: one or more courses in the social sciences.

Modes of Inquiry: [HS]

Writing Credit: None
GEC(s): C014, C024
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Duina, Francesco
Instructor Permission Required: No

EUS 301R Freedom of Speech, a Modern History

Free speech has long been a centerpiece of modern, liberal institutions. Dictators have feared it, of course, but it chronically troubles democratic societies, too. Words have fanned racial and religious hatred and destroyed personal reputation, bringing neighbors to the courts over women's sexual honor and drawing men into deadly duels. This course draws students into the intertwined histories of freedom of speech and the protection of reputation. The course is rooted in early modern and modern European histories, drawing connections and comparisons not only over time, but also with American, colonial, and postcolonial contexts. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C013
Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Modern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): HIST 301R
Instructor: Shaw, Caroline
Instructor Permission Required: No

EUS 302 Sex and the Modern City: European Cultures at the Fin-de-Siècle

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the "discovery" of an international sex trade. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C024, C057
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): GSS 314, HIST 301A
Instructor: Shaw, Caroline
Instructor Permission Required: No

EUS 305 Money and Power

This seminar investigates the political power of money and finance: the relationship between money and the state, the emergence of central banks, the creation of international financial institutions, the role of money as an instrument in political lobbying, and the deepening significance of money in contemporary political discourse. How did money and debt become instruments of power and coercion? To what extent and how does money influence politics and vice versa? How are money and financial institutions regulated at the national level? How is international finance governed? What are the economic and social impacts of public debt? Does finance undermine democracy?

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 305

Instructor: Grahame, Alyssa

Instructor Permission Required: No

EUPT 306 Economic Liberalism and Its Critics

The 2008 financial crisis, extreme wealth inequality, climate change, and Brexit are a few examples of developments that disrupted what we thought we knew about political economy. For the first time in decades, big political economic ideas are back on the table. This course offers students the opportunity to conduct sustained reading of foundational texts in political economy, including works by Adam Smith, Karl Marx, Karl Polanyi, and Friedrich Hayek. What have these texts yet to teach us about both historical and contemporary political economic dilemmas? Recommended background: prior course work in the philosophical, literary, and legal studies or political economy concentrations of the politics major.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

EUS 312 Populism in the Age of Globalization

Populist movements and parties have gained power and prominence in recent years. Often defying traditional left-right distinctions, they have in many cases adopted anti-globalization, nationalist or nativist, and anti-elitist positions. They have enjoyed electoral and other successes in Europe, Latin America, North America, Asia, and Africa. This seminar examines the causes of their rise, nature of their rhetoric and policies, and profound impact on cultural, political, economic, and other social processes and dynamics. Prerequisite(s): EUS 101 or one course in politics or sociology.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): SOC 312
Instructor: Duina, Francesco
Instructor Permission Required: No

EURU 313 Hard and Soft Socialism: Literatures, Films, and Cultures of the USSR and Socialist Yugoslavia

Was socialism and socialist art a uniform phenomenon across the USSR and Eastern Europe? The course focuses on the development of socialist cultures in the USSR and Yugoslavia following the Tito-Stalin split in 1948. While the USSR claimed the monopoly on Marxism, Yugoslavia constructed its image as an unorthodox communist country that eradicated the ideological and aesthetic impurities of Stalinism and introduced a more democratic, "West-friendly" socialism. The course also examines changing concepts of gender, sex, and dissident cultures, via texts and films produced on the eve of socialism's collapse in the early 1990s.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Filipovic, Marina
Instructor Permission Required: No

EUS 314 European Integration: Politics, Society, and Geography

The European Union (E.U.) represents one of the most remarkable achievements of the contemporary world. This seminar first reviews the history and structure of the E.U. It then examines a series of topics related to the political, social, and geographical dimensions of European integration. These topics include the drivers of integration, the transformation of domestic policies and institutions, the demands of E.U. law, the rise of a European identity, the consequences of expansion in Eastern and Central Europe, the salience of regions, and the E.U. on the international scene. Comparisons with other trade blocs conclude the seminar. Students are exposed to numerous theoretical tools and methodologies, including institutionalism, rational choice theory, intergovernmentalism, and comparative methods. Prerequisite(s): one course in sociology or politics, or EUS 101.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C024
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): SOC 314
Instructor: Duina, Francesco
Instructor Permission Required: No

EUS 322 Mountains and Modernity

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 322, HIST 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

EUS 332 The Politics of Memory

What is at stake when monuments are built or taken down? How do different societies decide what to remember from their past, and what to forget? This course explores the politics of public memory. It examines how the stories that groups tell themselves about themselves help construct, justify, or contest relations of power within the group or between themselves and others. It also asks how such memories can be used to overcome the traumas and conflicts of the past. Specific cases are drawn from a variety of different countries, including the United States.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 332

Instructor: Richter, Jim

Instructor Permission Required: No

EUS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EUSO 395G Comparative Sociology

Comparative sociology studies social institutions, economic systems, political systems, cultures and norms, legal systems, public policy, social change, and behavior in two or more settings. Comparisons can be qualitative or quantitative in nature and are usually driven by a desire to test theories or hypotheses. Topics of study may include the impact of globalization on nation-states, social movements, war and violence, place and cultural specificity, postcolonial dynamics, urbanization, immigration, and regional integration. The seminar introduces students to comparative sociology through an examination of recent exemplary works and the completion of individual projects related to each student's interests. Prerequisite(s): one course in sociology or politics.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

EUS 457 Senior Thesis

This course involves research and writing the senior thesis under the direction of a faculty advisor. Students register for EUS 457 in the fall semester. Majors writing an honors thesis register for EUS 457 in the fall semester and EUS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EUS 458 Senior Thesis

This course involves research and writing the senior thesis under the direction of a faculty advisor. Students register for EUS 458 in the winter semester. Majors writing an honors thesis register for EUS 457 in the fall semester and EUS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

EUS S18 Wilde Times: Scandal, Celebrity, and the Law

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C013, C024

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): GSS S18

Instructor: Shaw, Caroline

Instructor Permission Required: No

EUS S26 The Split Screen: Reconstructing National Identities in West and East German Cinema

This course investigates selected films from West and East German after 1945. Students engage a broad range of topics and issues that define the popular view of Germany and its cultures today. They discuss Germany's Nazi past, the postwar division of the country and its reunification in 1990, the legacies of the 1968 generation, and diversity in contemporary Germany. The course also provides students with basic tools of film analysis, which are used in the discussion of cinematic art and in the analysis of the specific aesthetic qualities of a film. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C024, C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GER S26

Instructor: Kazecki, Jakub

Instructor Permission Required: No

EUS S33 Central European Theater and Politics

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain

a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC S33, THEA S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

Extra-disciplinary Studies

Extra-disciplinary courses are those that fall outside the domain of the College's existing departments and programs. They are listed in the Catalog and Schedule of Courses with a subject header of "EXDS."

Course Offerings

EXDS 116 Bates STEM Scholars

A continuation of FYS 505. One-half course credit is granted upon completion of the course. Prerequisite(s): FYS 505. Corequisite(s): one of the following: any 100-level biology or earth and climate sciences course; CHEM 108A; MATH 105, 106, 205, or 206; NRSC 160; or PHYS 108.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Eaton, Carrie; Laurita, Geneva

Instructor Permission Required: Yes

EXDS 120 Designing Behavioral Interventions with Public Health Frameworks

Students gain field-based experience in the public health program planning implementation and evaluation process through implementing a behavior based intervention to a public health problem at Bates: students use either the PRECEDE/PROCEED or Social Marketing frameworks to guide this process. Students will be organized into groups as an implementation team to identify a public health problem, conduct a needs assessment, identify specific behaviors, apply constructs of public health theories, and report on the efficacy of their initial hypothesis and intervention. This course is focused on learning concepts in the classroom and then applying these concepts in tangible ways in the field (on campus).

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Reilly, Blake

Instructor Permission Required: No

EXDS 201 Writing

This course introduces students to writing and tutoring as collaborative processes and intellectually rigorous and transformative practices. Students learn strategies for generating ideas; for drafting, revising, and polishing writing; and for improving writing in one-with-one and small group settings. In strengthening their rhetorical and linguistic awareness, students will learn to make informed choices and ask effective questions about their own and others' writing. Incorporating seminar and practicum elements, students will

discuss readings drawn from scholarship on writing center theory, rhetoric and composition, and multilingualism and will apply course content by observing tutors in the Student Writing and Language Center (SWLC), by receiving tutoring themselves, and by engaging with their peers as thinkers, writers, and communicators. This course may be of interest to students seeking to improve their own writing or who would like to support others in their writing.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Sanford, Dan

Instructor Permission Required: Yes

EXDS 202 Designing Your Bates Experience (Part I)

This course provides an opportunity for Kessler Scholars to reflect on their college experience, gain information about opportunities and resources, and to map out how to take advantage of opportunities to make the most of their time at Bates. First, the class offers students access to and information about internships and job shadows, connections with faculty and staff from a range of different resources and offices, and opportunities to hone their learning skills and strategies. In doing so, it helps students identify opportunities that may be of interest to them as well as to assist students in conceptualizing when in their time at Bates may be most ideal to make the most of those options. Second, the class provides space to reflect on their own goals and identities as first-generation college students, to do so in community with others, and to develop ideas on how to eliminate obstacles by considering what kinds of changes Bates might consider to ensure that all students thrive.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS 215 STEM Scholars II

The sophomore year of a STEM student's life is an exciting time as students choose their major and take upper-level science and math classes. In this course, students continue to develop their science identity, confidence, and enthusiasm for STEM. Conversations with a diverse network of professional scientists and hands-on group research activities demonstrate how scientists identify and work on real problems. Through self-reflection and development of a growth mindset, students begin to align their values, passions, and interests with their personal goals. In addition, students participate in workshops on study skills, stress management, choosing a major, study abroad, resumes, and summer research, among others. One-half course credit is granted upon completion of the course. Students enrolled in EXDS203 should not simultaneously enroll in this course. Corequisite(s): any science or mathematics course. Open only to sophomores.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Horton, April; Lawson, Barry
Instructor Permission Required: Yes

EXDS 216 STEM Scholars II

In this continuation of EXDS 215, sophomore STEM students further build their science identity and community and foster personal academic and career goals. One-half course credit is granted upon completion of the course. Corequisite(s): any science or mathematics course. Open only to sophomores. Prerequisite(s): EXDS 215.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Banks, Lori; Oishi, Jeffrey
Instructor Permission Required: Yes

EXDS S12 Emergency Medical Technician (EMT) Course

Students learn the philosophies and systems of emergency medical services as well as effective strategies for communication with patients, bystanders, families of patients, and other healthcare and rescue personnel. This course equips students with the skills and knowledge to become a certified EMT in the state of Maine and nationally. The course is designed to prepare students at the EMT level to work effectively in the chain of the healthcare team. The course provides didactic knowledge so that the student can efficiently and effectively provide emergency medical care at the basic life support level with an ambulance service or other specialized agency or department.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Engel, Steve
Instructor Permission Required: Yes

EXDS S13 Two Batesies Teach Business: Practicum in Business and Marketing Strategies

This course will cover business strategy, product development, marketing, sustainability and how businesses make decisions. Using the case method, students will work in-class on rapid business problem solving. Taught by two Bates alumni, with four decades in the corporate world, students will also learn how to look for a job, what marks a “winning” candidate, and how to navigate the workplace after Bates. The final team-

based project will be a formal business plan for the launch of a new product or service. Early application required on PW Website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S14 Practicum in The Modern Political Campaign in the Age of AI

This course covers the fundamentals required to plan, manage, and execute the major elements of a modern American campaign. Building skills that can be applied to all levels of the electoral process, this course includes a specific emphasis on the way artificial intelligence has played a role in past campaigns and charts the future of AI in political campaigns. While this course focuses on practical skills, empirical political theory and relevant political science will also be applied. This is not a course in political science, but a hands-on, intensive training seminar in campaign skills. Topics include: writing a campaign plan, structuring a fundraising effort, digital campaigning, communications, and organizing. This course will also explore AI in depth, including past, current, and future applications and the role of regulation. The aim is to make students competent and eminently employable in the modern era of advanced campaign technology. Early application required on PW website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S15A Attorney General: Who Wants to be a Government Lawyer?

The lawyers for state government are the state attorneys general, who today are marching at the forefront of almost all high-profile issues of our time. They appear in the U.S. Supreme Court on issues such as abortion, religion, and climate change. They also are involved in other hot button issues, such as consumer protection, privacy, and challenging Big Tech companies. The course explores in a highly interactive manner this intersection of law and public policy. The assigned casebook is based on those used by the instructor in a version of this course he has co-taught for twelve years at Columbia, Yale, and Harvard Law Schools. Another important goal of the course is to answer the questions many undergraduates have about whether to go to law school, whether they should consider public service, and whether they would like to practice law. Guest Practitioner-Taught Course. Apply in advance on Purposeful Worksite.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15H Short Term Practicum: Mediation and Restorative Justice

This course introduces the philosophies and skills used by practitioners of Restorative Justice and Mediation. Restorative Justice seeks a humanistic response to conflict, wrongdoing and crime. Students learn the Restorative Justice techniques of circle facilitation, restorative language, and observation, focusing on its practice in the juvenile justice system, in communities, and on college campuses. Mediation immerses students in a problem-solving approach to resolving disputes. Drawing from diverse disciplines, coaching, class discussions, presentations, and role play, students gain a deeper understanding of conflict. Using the classroom as a conflict skills workshop, students acquire tools to improve communication and facilitate cooperation and collaboration. Students will receive a Certificate of Completion, proof of 40 hours of mediation training, a commonly accepted state and national standard for new Mediators. This course is taught by a guest practitioner-instructor.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C030, C064
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15N Short Term Practicum: Digital Marketing: Changing the Art and Science of Marketing

Learn the fundamentals of digital marketing, which includes developing skills in the understanding of a company brand, Google search engine marketing, copywriting, marketing campaigns, social media marketing, and building metrics to track marketing success. The course will provide the basic understanding of how digital marketing impacts and drives all aspects of a company's business processes. At the end of the course, students will have learned how to create a digital marketing strategy, market a company brand, and launch digital marketing campaigns to build company brand awareness to purchasers of that brand's services and/or products. This course is taught by a guest practitioner-instructor.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15O Short Term Practicum: Private Equity: Corporate Financial Decision-Making

This course provides an introduction to the practice of private equity, specifically the process of purchasing a company from the standpoint of a private investment fund. Students learn to source a potential transaction,

value the business, arrange and structure the financing, negotiate the terms, and complete documentation. The practicum covers basic valuation tools, financial statement analysis, corporate finance tools such as discounted cash flow (DCF) analysis and internal rate of return (IRR). Students evaluate actual private businesses that are available for sale, take the role of private equity investors, and prepare, present and defend an offer to purchase their business.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S15S Short Term Practicum: Advocating for the Environment

This course covers both conceptual and practical advocacy skills required to create change in the fields of energy, climate change, and sustainability. A truly interdisciplinary course, it is suitable for students interested in Environmental Policy, Environmental Science, Government, and Communications. Most public policy courses focus on content areas such as natural resources or renewable energy. This course presents the more practical side of how to effectively communicate and advocate in the current political climate. The timing of the course coincides with the 129th Maine Legislature, when new legislation on energy and environmental issues are being discussed. Students will use this opportunity to understand what drives public policy, apply analytical tools, and draft and deliver testimony to legislative committees. These skills are essential for those who would like to pursue social change, public policy, government, and/or environmental issues as part of their career path. New course beginning Short Term 2019.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S15U Short Term Practicum: Spies, Special Agents, and the Presidency

This course examines role of the intelligence community within the U.S. establishment. Students explore the missions, structures, and modus operandi of the intelligence community and interactions with policymakers and the executive branch. Special attention is given to issues around cyberspace as determinant of geopolitical insecurity. Students explore key transnational issues through hands-on exercises simulating real-life conflict and explore some of the most pressing ethical and moral issues involving the intelligence community and U.S. national security. This course is highly interactive and designed to mimic a day in the life of an intelligence officer. It is particularly appropriate for students interested in gaining greater understanding of intelligence, cyberspace, and national security issues.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15W Short Term Practicum: Music and Health: Using the Arts in Healthcare Settings

This practicum course explores the therapeutic uses of music within healthcare settings for clients of all ages. Various healthcare populations are explored through readings, visits to community partners, and research. Music is used in group settings to address cognitive, physical, social, and emotional goals through drumming, songwriting, lyric discussion, and movement to music. Ethical implications of community based therapeutic music programs are explored. No musical experience is necessary to benefit from this course. This course is taught by a guest practitioner-instructor.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15Y ST Practicum: Virtual Reality: Design and Fabrication for Virtual Space

Virtual Reality, as an emerging medium, provides a rare opportunity to construct content within a creative space where the possibilities of the form are actively being defined. In this practicum course, students investigate work currently under development in the field, gain insight into the state of VR from guest lectures by leaders in the industry, develop effective strategies and practices for creative development, and gain proficiency in digital asset creation software and real-time rendering. The class culminates in the design and construction of an immersive digital environment to be experienced in a VR headset. Taught by guest practitioner. Apply in advance on Purposeful Work site. New course beginning short term 2020.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (DCS: Praxis)
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S15Z ST Practicum: Writing War: National Security Journalism

This course examines conflicts worldwide and the journalism skills necessary to cover them. Students will learn about writing cleanly and efficiently on deadline, developing sensitive sources, preparing for interviews, understanding complex policy and how to operate in war zones. Students will get to hear from national security correspondents of various backgrounds, operators who have fought in modern conflict

zones and the professionals who help develop the policy that governs them – or doesn't. This highly interactive course will benefit anyone interested in journalism or national security, but also those who wish to learn effective writing techniques for any high-pressure profession. Taught by guest practitioner. Apply in advance on Purposeful Work site.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S16A Practicum in Critical Museum Interpretation and Storytelling Toward Inclusivity, Empathy, and Action

Museum interpretation, the way museums communicate information, allows institutions to expand their audience engagement through public programs, wall labels, and interactive displays. This course explores how museums use interpretive practices to share their collections and spaces to tell stories in the 21st century. Students will reflect and critique current museum practices with a focus on audience engagement. Students will develop an interpretive planning model and develop a lightning talk on a museum object to present to the class.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

EXDS S16B Practical and Social Complexities of US Healthcare Delivery

This course provides a hands-on introduction to the practical and social aspects of orthopedic healthcare delivery, and medical practice in general, in consideration of time and student interest in specific topics. There are no prerequisites for the course beyond an interest in learning about orthopedic surgery and challenges facing it and all of healthcare today and in the immediate future. Students learn anatomy and surgical approaches, physical examination, critical assessment of peer reviewed medical articles, social determinants of health, payment methods: fee for service, single payer, value based payment, and implications of private equity, the process of medical school and specialization if students desire, orthopedic pain management and the current status of opioid use. Taught by a surgeon, guest practitioner. Early application required on the Purposeful Work website.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

EXDS S21 Life Architecture: Designing Your Future Work

Everyone works, whether for pay or for pleasure, in public or in private, with gusto or with dread. This course supports students as they prepare for a lifetime of work by encouraging consideration of the philosophical components of their plan including identifying and developing personal attributes correlated with career well-being, exploring the context of vocational decision making, and contemplating how meaning and purpose can be infused into any work. They also consider the pragmatic components, discussing how mentors can be cultivated, how jobs are best secured, and the practical considerations that can hold people back from realizing their visions. Only open to juniors and seniors.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C031
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: Fraser-Thill, Rebecca
Instructor Permission Required: Yes

EXDS S27 Peer-Led Learning: Pedagogy and Practice

How can you transform yourself from a supportive peer to an impactful tutor? You can start by gaining an understanding of the pedagogical principles and practical tools that underpin successful peer-led learning. In this course, you will tap into the science of learning with a focus on the role of metacognition in fostering understanding and academic growth. You will unpack the art of critical thinking by deconstructing the problem-solving process with an eye towards modeling and teaching that process to others. Through discussion, analysis and workshops, you will build skills to promote learning in a collaborative peer-led environment, to cultivate inclusive practices for establishing rapport, and to develop strategies for embedding metacognitive practices in your tutoring.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

First Year Seminars

Professors Ásgeirsdóttir, Baker, Greer, Lawson, Maurizio, Rand, Read, and Shea; Associate Professors Aburto Guzmán, Baughman, Dacey, Federico, Fatone, Goff, Hall, McDowell, Oishi, Osucha, Shaw, Taylor, Tieken, and Williams; Assistant Professor Evans; Visiting Assistant Professor Langdon; Visiting Instructor Wallace; Senior Lecturer Vecsey; Lecturers Konoeda and Salazar-Perea; Visiting Lecturers Blanchard, Cowan, Humphrey, Kimball, Longsdorf, Moodie, and Petrella

All first-year students are required to enroll in a first-year seminar. Each first-year seminar offers an opportunity for entering students to develop skills in writing, reasoning, and research that will be of critical importance throughout their academic career. Enrollment is limited to 16 students to ensure the active participation of all class members and to permit students and instructor to concentrate on developing the skills necessary for successful college writing. Seminars typically focus on a current problem or a topic of particular interest to the instructor. First-year seminars are not open to upperclass students. They carry full course credit.

More information is available on the [First Year Seminar website](#).

Course Offerings

FYS 203 Family Stories

What is a family? What are the stories that are told about family and how do they betray experiences that are at once culturally specific and often universal in their telling? How are we comforted and sustained by constructs of family; how are we limited, for example, by heteronormative and class-based assumptions that constrain the expression of household and kinship? In this course, students explore family stories in various genres (film, memoir, novel, television) to deepen their understanding of how this formative human experience is played out in a broad diversity of cultures.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C009, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

FYS 300 Exploring Education through Narratives

In this seminar, stories, once the primary way knowledge passed from one generation to another, are the basis for examining educational topics and issues. Students read fictional, biographical, autobiographical, and other narratives to learn more about some aspect of education and/or schooling. Topics may include students' experiences in school; teachers and teaching; public and private education; and how race, class, ethnicity, gender, sexuality, or other markers of identity shape educational opportunity. Students conduct fieldwork.

Modes of Inquiry: [HS]

Writing Credit: [W1]
GEC(s): C008, C030, C091
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Tieken, Mara
Instructor Permission Required: No

FYS 326 Choices and Constraints

Are humans free to chart the course of their own lives, or are their fates predestined by their social locations? This seminar explores the tension between personal agency and social forces that structure human lives. The history of the intellectual debate over the roles of agency and structure frame classroom discussion of ways in which personal experiences are shaped by both social structures and systems of inequality based on race/ethnicity, class, gender, and sexual orientation. Acknowledging the role of individuals as agents of social change, students grapple with their responsibilities in perpetuating and transforming social institutions such as family, religion, health care, and the workplace.

Modes of Inquiry: None
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Taylor, Heidi
Instructor Permission Required: No

FYS 337 Intercultural Musical Experience

How do "first" musical experiences affect individuals and societies? Has a single hearing of any music transformed the way one views oneself and the world? These questions are perhaps most dramatically addressed in the cross-cultural musical encounter. From the age of "discovery" to the present day, the intercultural musical experience has been a focus of aesthetic pleasure, artistic exchange, colonial and racist constructions, identity formation, missionary zeal, and exoticist fantasy. In this seminar, students explore cross-cultural musical encounters from a variety of perspectives and are introduced to the concept of "music as culture."

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Fatone, Gina
Instructor Permission Required: No

FYS 341 King Arthur: Myth and Legend

The story of King Arthur of Britain and his Knights of the Round Table is one of Western civilization's most enduring legends. This course explores those elements of the Arthur story that make it so universally

compelling and the ways in which its details have been adapted according to the needs and desires of its changing audience. Topics considered include feudal loyalty and kinship, women and marriage, monsters and magic, the culture of violence and warfare, and the stylistic and narrative features of the legendary mode. While students read these legends critically, they also explore their popularity: How and why has the myth of Arthur proven so universally appealing?

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C051, C064, C086

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Federico, Sylvia

Instructor Permission Required: No

FYS 345 Classical Myths and Contemporary Art

Movies, comic books, sculpture, painting, poems, and graffiti are some of the ways that modern societies share stories to discuss important cultural values. Not surprisingly, modern artists often invoke ancient myths, which once served a similar function. In this course, students explore the ways in which myths give members of a society, whether ancient or modern, meaningful tools to describe and explore issues, values, and conflicts. Students study ancient myths about figures such as Medea, Pygmalion, Hermaphroditus, Actaeon, and Persephone. They then collect and consider their modern versions in different media.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C054, C067

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

FYS 395 The Sporting Life

Sporting events with such names as the Super Bowl, World Cup, Olympic Games, and March Madness suggest the magnitude of importance of sports in many people's lives. The fact that so many people so passionately engage in sports as participants and spectators also indicates its significance. The import of sport can be considered from a myriad of perspectives, from the social and natural sciences to the humanities. In this interdisciplinary course, students consider a variety of sources including academic articles, personal memoir, fiction, film, and observation.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): C027, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Langdon, Susan

Instructor Permission Required: Yes

FYS 445 The Nature of Spirituality

What do people mean when they claim to be "spiritual but not religious"? Why do rivers and sunsets, trees and mountaintops so often come to be associated with spiritual power and connection to a greater reality? This course invites students to explore such questions and phenomena through shared reading of a variety of scriptures, naturalist writers, and mystics; through producing their own formal essays, reviews, and creative reflections; and through experiential learning in a more-than-human world.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C001

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

FYS 447 Holocaust on Stage

This seminar studies the award-winning Polish play *Our Class*, by Tadeusz Słobodzianek, which is based on the 2001 book *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* by Jan T. Gross. This controversial book explores the July 1941 massacre of Polish Jews by their non-Jewish neighbors in the small town of Jedwabne during the Nazi occupation. The play raises a question of national collective memory in the aftermath of World War II. Students study the historical events on which the play is based, and examine the dramatic structure of the text in the aspects of staging.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C028, C058, C067

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Vecsey, Kati

Instructor Permission Required: No

FYS 452 Football, Fútbol, Soccer: The Local Politics of a Global Game

Football, fútbol, Fußball, calcio-soccer in the United States-is a global game, with more nations participating in the World Cup than belong to the United Nations. The sport attracts the wealthiest as club owners and is played by even the poorest with nothing more than a round ball and a flat space. It has been blamed for precipitating ugly violence and credited for ethnic reconciliation. This course explores the politics of soccer, with an emphasis on how multiple identities-nationality, ethnicity, religion, class, gender-are expressed through soccer in the United States and around the world.

Modes of Inquiry: [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Baughman, John
Instructor Permission Required: No

FYS 460 Environmentalism, Social Justice, and Education

It is widely believed that the environmental movement and the social justice movement are closely connected. Many of the same forces that lead to environmental degradation are also the root causes of social injustice. This course encourages students to debate emphatically and write persuasively about these connections as they are revealed locally in the Lewiston-Auburn area (including field research in the local community); nationally in cities like Flint, Michigan, and the fracking fields of eastern Ohio; and globally by considering the eco-militants of the oil-rich Niger River Delta in Africa.

Modes of Inquiry: [AC]
Writing Credit: [W1]
GEC(s): C091
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Wallace, William
Instructor Permission Required: No

FYS 467 The Rise of Graphic Narratives: Paneling Morality's Discontents

Why are graphic narratives popular? Why do they represent both individual imagination and cooperative creative communication? What do these multifaceted texts offer today's techno-savvy reader? The juxtaposed storytelling units used in graphic narratives (verbal, visual, spatially fragmented time) cultivate a field of action characters whose "humanity" often displays the inconstancies found in notions of morality. The course examines how and why graphic narratives have risen from a popular comics medium to the literature of choice for questioning societies' moral scaffolds.

Modes of Inquiry: None
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Aburto Guzman, Claudia
Instructor Permission Required: No

FYS 473 How Do You Know That?

Knowledge is a political, ethical, philosophical, and pragmatic problem. Skepticism carries an air of intellectual sophistication, but can easily halt conversation and inquiry. This seminar aims to provide a guide to thinking about knowledge with questions such as: What do we mean when we say we "know" something? What is the role of certainty and uncertainty, of evidence and logic, in the creation of knowledge? Several touchstones guide this intellectual journey: knowledge creation as a process of interaction between environment and individual; the power and peril of abstraction; and the ethics and psychology of knowledge and argument.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Moodie, Ben
Instructor Permission Required: No

FYS 475 Theorizing the Ku Klux Klan: The White Power Movement and the Making of "America"

This multidisciplinary course explores the origins and iterations of the Ku Klux Klan (KKK) in the United States from 1866 to the present. In so doing, the course makes larger claims about the core relationship between the white power movement and the making of "America." Drawing on the concepts, paradigms, and intellectual traditions of American cultural studies and Black studies, students consider the shifting narratives, contested ideologies, and the regional and temporal convergences and divergences of the KKK from its violent founding to our contemporary moment. Students learn how to theorize the KKK through frameworks that prioritize the concepts of racialization, patriarchy, cultural hegemony, resistance, citizenship, and counterrevolution.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Petrella, Christopher
Instructor Permission Required: No

FYS 491 Reading Japan in Multicultural Picture Books

This course explores children's picture books and the depictions of Japanese culture in them. Students read each picture book closely, considering the whole book (including the cover, layout, pictures, and languages) and examining the representations of cultures, languages, and identities therein. Students draw on the Diverse Book Finder Picture Book Collection in the Ladd Library; they focus on books that feature Japanese and Japanese American people, but also explore other dimensions of multiculturalism. Students deepen their understanding through community-engaged work. No background on Japan is required.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]
GEC(s): C046, C091
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Konoeda, Keiko
Instructor Permission Required: No

FYS 503 Making Moral Minds: Nature, Nurture, and the Sources of Morality

This course examines the origins and mechanisms of moral judgment and decision making. How much is our moral cognition shaped by culture as opposed to evolved nature? How much is it shared with nonhuman animals? What motivates us and drives our evaluations? What weaknesses, limitations, and biases might we

face? In addressing these questions, students read classic philosophical texts, recent philosophical publications, research in psychology, and popular science writing. Along the way, they attempt to glean practical lessons for how we think about ourselves, our decisions, and our moral community.

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C031, C042

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

FYS 505 Bates STEM Scholars

What does it mean to become a scientist or mathematician and how do we build STEM identity? What habits of mind and practice are particularly effective in developing expertise in STEM knowledge and skills? What is the role of a supportive community of scholars? This seminar explores these questions and strategies for creating student success through reflective writing and collaborative engagement in learning. Corequisite(s): one of the following: any 100-level biology or earth and climate sciences course; CHEM 107A; MATH 105, 106, 205, or 206; NRSC 160; NS/PH 117; or PHYS 107.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Eaton, Carrie; Laurita, Geneva

Instructor Permission Required: Yes

FYS 511 Information is Physical: From Classical to Quantum Computers

The natural sciences and computing have long been intertwined disciplines. This connection is deeply established although not always readily apparent: first, in that computing is a fundamentally physical process, something in and of nature and not merely abstract; second, in that the evolution of our universe according to the laws of physics is itself a kind of computation; and third, in that much of scientific progress now is wholly dependent on computing infrastructure. In this course students learn about the history of computing machines, and how this has culminated in our ubiquitous networked devices and the recent development of rudimentary quantum computers. Students read historical nonfiction on the history of computing, and explore new ideas in recent computing research. Computational work of their own as well as written work help students clarify and communicate their ideas on the subjects, including their own relationship to technology.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

FYS 520 Vaccines

From the first immunizations in ancient Chinese medicine to the social and medical campaigns that led to the eradication of smallpox, and during the current search for a vaccine for COVID-19, vaccines have been controversial. On the one hand, vaccines are the single-most effective way to prevent disease; on the other hand, people often fear and resist them. If vaccines are so effective, why don't we have more? As students explore the past, present, and future of immunizations, they explore the biological bases of vaccines and the difficulties in developing effective ones as well as the ethics of vaccination development and public health policies. Students also examine how vaccination programs in the United States compare with those in other countries and why some programs are more successful than others. How vaccines have shaped human life and why humans resist vaccines despite their efficacy are also considered.

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Salazar-Perea, Bruno

Instructor Permission Required: No

FYS 525 Wars, Plagues, and Revolutions: How Economies Respond to Crisis

This seminar examines how economies adapt when confronted with the onset of different types of crises, including wars, plagues, and revolutions, and how these emergencies continue to have economic impacts even after they end. Is it true that periods of crisis often lead to periods of greater economic equality? Under what conditions do wars generate higher economic growth, either while ongoing or in their aftermath? Students are exposed to a variety of writing modes including scholarly, journalistic, fiction, and propaganda, while examining how different writing techniques apply to each.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Shea, Paul

Instructor Permission Required: No

FYS 530 Making Meaning of Maine

What is the nature and meaning of Maine? Where did the idea of Maine come from? Who and what is included in that idea, and who and what is excluded? How is meaning produced around the identity of a region or a regional type? This course explores a variety of texts to consider these questions and think about the idea of a "sense of place" as it applies to Maine. Students read and discuss poems, stories, novels, and essays that tell specific narratives about Maine, while developing skills of critical analysis. Students complete writing assignments that sharpen their ability to communicate clearly and convincingly.

Modes of Inquiry: [AC]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Blanchard, Jennifer
Instructor Permission Required: No

FYS 532 Arts and Spirituality: Art Making and Aesthetic Experience as Conduits for Reflection and Connection

In this seminar, students explore the ways in which art making and aesthetic experiences facilitate reflection and instill connection to whatever one holds as sacred. They examine art practices from a variety of world religions and secular spiritual traditions, hear from current artists about their spiritual lives, learn to engage with art intentionally, and participate in many centering creative practices together. No previous artistic experience is necessary as this course focuses on the process of creating rather than the creation itself.

Modes of Inquiry: [CP]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Longsdorf, Brittany
Instructor Permission Required: No

FYS 541 This Land Is Whose Land?

Maine is renowned for its public lands, whether national parks like Acadia or smaller parcels owned and managed by local nonprofit land trusts. But what does it mean that these are Indigenous places? This course explores how Native peoples have long contested their expulsion from the "public" lands that Americans have created through colonization. Students learn how Wabanaki -- the collective name for the Native peoples of northern New England and the Canadian Maritimes -- are working to regain rights to their homeland. Much of this work is occurring in partnership with local land trusts, which are largely run by non-Natives. Students may have the opportunity to work with some of these groups to support their efforts to decolonize Wabanaki places. One or two required field trips off campus are scheduled on a Saturday; students with weekend commitments should consider this schedule when registering.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): (History: Premodern)(History: United States)
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: Hall, Joseph
Instructor Permission Required: No

FYS 544 The Study and Practice of Human Cooperation

Why are some people willing to sacrifice to improve the well-being of strangers? How can we motivate others to engage in prosocial behavior? Is cooperation always a good thing? In this course, students engage in both the study and the practice of prosocial behavior through lectures, multidisciplinary reading selections, class discussion, service to others, and a range of assignments designed to explore different ways of knowing and communicating. Students examine prosocial behavior through research questions, methodologies, and findings from economics, psychology, neuroscience, sociology, anthropology, evolutionary biology, environmental studies, and political science.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Goff, Sandra

Instructor Permission Required: No

FYS 548 Queer Gender, Race, Representation, Writing

While terms like genderqueer, nonbinary, and cisgender have gained increasing public attention, they often travel without attention to the ways that gender norms, ideals, and privilege depend on matters such as race, ability, sexuality, and settler colonialism, as well as on resources for gender expression and self-determination. Using examples from diverse areas, including fiction, poetry, visual media, art, and sport, this course focuses on the interworkings of queer gender and race, including how those interworkings might factor into our writing practices.

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

FYS 550 Tell Us Your Story: Personal Exploration via Narrative Nonfiction

We all have a story. What motivates us? What excites us? Where do we come from? Where are we going? At what cost? In this course, students mine their individual experiences to develop power and precision in writing. They read and discuss examples of effective storytelling, with particular emphasis on identifying audience and intent. They analyze how different authors present personal stories and community concerns, as they refine composition techniques and grammar fundamentals to more effectively express their own. As critical thinking skills evolve, writing skills improve.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

FYS 551 Purpose, Work, and College: A Holistic Introduction to Purposeful Work at Bates

What is our Why? How does a sense of purpose relate to our work and studies, our wellbeing, and our plan for a meaningful life? How does the purpose of education relate to our sense of purpose as a student? This introduction to Purposeful Work at Bates centers on students' exploration of their own purpose[fulness] as they begin their college career and the purpose(s) of education at selected moments in history. Students read and reflect on texts that are foundational to the philosophy of Purposeful Work at Bates, liberal education, and grading practices. They practice reflective writing to learn and argue their own views of purpose[fulness], college, grading, and work. In the practice of Purposeful Work at Bates, they explore the importance of alignment between values, interests, strengths, skills, identity, and their past, present, and future work.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

FYS 552 The Arctic

This course focuses on the Arctic as a region where multiple peoples, histories, politics, and economics intersect, impacting the four million people who currently live there. Many areas in the Arctic have a history of exploration, colonization and exploitation, the legacies of which are still felt by the 10% of the population that identifies itself as indigenous. Currently, because of climate change the Arctic is warming faster than many other areas in the world, a development that has already begun to impact the lives of people and animals in the region. This course is organized around topics where students explore the opportunities and challenges of the region from different disciplines, including political science, anthropology, economics and ecology. Among the topics discussed are: history and politics; the role of western science versus traditional knowledge; extraction of oil, gas and minerals; culture, nature and tourism, and global politics.

Modes of Inquiry: [HS]
Writing Credit: [W1]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: Sophomores, Juniors, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

FYS 553 Refugee Narratives, Refugee Experiences

In 1943, Jewish refugee and scholar Hannah Arendt linked the fate of refugees with peace in Europe, arguing that it “went to pieces when, and because, it allowed its weakest member to be excluded and persecuted” (“We Refugees,” 274). This course examines the “refugee” since the eighteenth century, focusing on the

histories of European Jews from the late nineteenth through the mid-twentieth century. Students read first-person accounts, media, and government documents, as well as scholarly articles about refugees from a variety of disciplines. Our aim is to investigate the historical contexts of refugee crises, including the experiences of the individuals and communities at the base of refugee crises. In this effort, we will start to see these experiences as shaped by the dynamic - and often fraught - efforts to end these crises and find workable solutions.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Shaw, Caroline

Instructor Permission Required: No

FYS 554 Screening Justice

Visual storytelling has become central to how "justice" is both conceived and administered in the American legal system. From police body camera footage to the images on civilian bystanders' smartphones, to conflicting "truth" claims of video confessions, courtroom television, and victim impact videos, a form of documentary realism is today embedded in the law and its institutions. This class asks students to consider how legal processes—including the profound injustice and systemic racism of mass incarceration—might also be shaped by media fiction. Law and legal narratives – especially criminal legal narratives – are longstanding preoccupations of fictional film and television and ever proliferating in contemporary popular culture. How does the fictional life of the law shape the course of real justice? What forms of spectatorship are constructed by these media representations, which alternately position the viewer as a witness, detective, and juror?

Modes of Inquiry: [AC]

Writing Credit: [W1]

GEC(s): C013, C019, C040

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Osucha, Eden

Instructor Permission Required: No

FYS 555 The Literary Remix

Familiar stories told from a new point of view make up a large portion of the art we create and consume today, from plays, novels, and poems, to films, music, and even fan fiction. When a writer updates a "classic" tale, they might do so as an expression of admiration or as an admonition. In this course, students read and discuss various texts by Indigenous, Black, LGBTQ, female, and other historically excluded voices to better understand the concept of narrative authority. We compare and contrast works written by authors who embody completely different cultural and lived experiences, and we search these modern adaptations for signs that tell us why they chose to adapt an existing story instead of creating a new, standalone work. Coursework will include the critical reading of texts, short writing assignments, class discussions and experiments, and one longer paper. This course can satisfy the requirements for Theater majors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

FYS 556 Embodying Activism: Performing a Lived Definition

A praxis-based course intended to empower and generate a living definition of embodying activism when engaging race, power, privilege, and colonialism. Through a series of social justice lensings, student artists determine for themselves what they consider activism and how they would engage that distinction throughout their creative process, careers, or any circle of influence. In a hybrid course delivered via seminar, lecture, and studio practice, students engage with various forms of activism. Focusing on their living definition of Embodying Activism, students engage with artists, philosophies, and varying techniques that use physicality as their primary mode of investigation within the United States. Students determine what activism is and what strategies to employ when making choices about how they might be an activist daily.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

FYS 557 Learning Math using Crafts, Coding, and Games

How do humans think about math at age 5, age 12, or age 18 and beyond? Students in this first-year seminar read, discuss, and write about mathematics teaching and learning. The course focuses on learning through a variety of methods, including hands-on crafts, open-ended class meetings, age-appropriate computer coding, and games ranging from very simple tech-free games to for-profit individualized-learning approaches. Each student reflects on their own pre-college experiences and thinks ahead about their anticipated courses and goals at Bates. No specific background in crafts, coding, games, or mathematics is expected, and everything students need to know will be taught as part of this course. Students of all backgrounds are welcome.

Modes of Inquiry: None

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: Greer, Meredith

Instructor Permission Required: No

FYS 558 From Page to Stage: How Theatre Artists use Texts to Create Visible Worlds

Theatre is an exciting visual art form, yet almost every tangible environment created by theatre artists starts with the written word. In this course, we will explore how everyone involved in the theatrical production process—but most specifically designers—use play texts to inspire and inform their visual artistic processes. Through play readings, discussions and viewings, we will examine important aspects of theatrical texts, such as descriptive language and imagery, historical/cultural content and contexts, pacing, spacing, character development, and plot, to better understand how these complex components inform approaches designers and others use to craft visually exciting physical spaces.

Modes of Inquiry: [CP], [HS]

Writing Credit: [W1]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Sophomores, Juniors, Seniors

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

French and Francophone Studies

Professors Dauge-Roth (chair), Read, and Rice-DeFosse; Lecturer Ballardur.

Courses in French and Francophone studies help students to learn basic communication skills, appreciate other cultures through language, and go beyond the study of language to achieve a deeper understanding of diverse peoples by way of their literatures and other modes of cultural production. Texts and film are analyzed closely from a contemporary critical perspective with attention to their cultural and historical context. All courses are taught in French, except in the case of some courses cross-listed with other departments or programs, which may be taught in English.

French and Francophone studies aims at flexibility within a structure that affords a diversity of experience in Francophone culture and literature and continuous training in the use of the language. It provides effective preparation for graduate work but is not conceived as strictly preprofessional. The significance of French is highlighted by the college's proximity to Québec and by the large number of Franco-Americans and new Mainers from African countries who live and work in northern New England. In addition to France's literary tradition, the Francophone histories and cultures of North African countries, West Africa, the Caribbean, and Québec have produced writers and artists who have influenced the world broadly with their cultural and artistic dynamism and insight, making French and Francophone cultural production a truly rich and varied platform to explore gender, sexuality, race, religion, and nationality.

More information is available on the [French and Francophone Studies department website](#).

Major Requirements

The major in French and Francophone Studies consists of a minimum of 10 courses beyond the level of Intermediate French (201).

1. French Courses Above Intermediate French

Complete at least 9 French courses above Intermediate French (201).

These courses should reflect both geographical breadth and historical depth; students must consult with a faculty member when planning the course of study in the major.

Two courses in a related discipline may normally count as one of the 10 courses in the major; one of the two may be taught in a language other than French.

2. Senior Seminar

Complete at least one 300-level French Seminar.

All majors are required to take at least one 300-level seminar in the senior year.

3. Capstone

Fluent and correct use of the language is essential to the completion of the major. All senior majors are required to complete a capstone experience that serves to synthesize and reflect upon their work in the major as described below:

1. All majors must assemble a portfolio of their work in the major and discuss it at the end of the second semester of their senior year. The portfolio contains a personal statement on the student's experience in French and Francophone studies and other components such as papers from courses taken at Bates or abroad, a journal of a study-abroad program or travel experience, audio and/or video recordings to show progress in oral proficiency, websites that may have been created for courses or other Francophone endeavors, or other personal reflections. After submission, majors schedule a soutenance or discussion of the portfolio (normally 20-30 minutes in length), which takes place with all members of the faculty in French and Francophone studies.
2. All majors must complete one of the following, all of which fulfill the [W3] requirement. Some portion of any of these options must be included in the portfolio for discussion:
 - a. a senior thesis (457, 458), which may be one-semester, two-semester, or honors. The thesis represents a sustained, scholarly work in the discipline, written in close consultation with a faculty member from the department.
 - b. a senior essay, an extracurricular (noncredit) written work that treats a question in the field of French and Francophone studies as agreed upon by the student and faculty advisor. The senior essay is significantly shorter than a one-semester thesis, yet still involves research and inquiry into a topic using tools of literacy and cultural study as practiced in the discipline.
 - c. an oral history project, which consists of a series of interviews with Francophone interlocutors, which are transcribed, edited, and presented at the Mount David Summit, and archived at Bates and in local repositories. These documentary projects, beyond interviewing, recording, and editing, entail an extended reflection on the process and an analysis of the final product.
3. All majors participate in a regularly scheduled Atelier de recherches in which they discuss approaches to research in French and Francophone cultural studies and their progress in the capstone requirements, including presentations of their research.

Honors candidates register for both FRE 457 and 458.

Courses Taken Outside of Bates

Advanced Placement courses may not count toward the major. Students majoring in French and Francophone studies are strongly encouraged to study abroad in a country appropriate for their area of interest. Normally majors receive a maximum of three credits for one semester of study and five credits for two semesters of study in a recognized program. Normally, minors receive a maximum of two credits for one semester of study and three credits for two semesters. Students must obtain approval from the department chair in order for their course to count toward major or minor in the discipline; otherwise, credit is not guaranteed. Students normally may transfer up to two credits for course work equivalent to courses offered by the Department of French and Francophone Studies. Students need to obtain approval from a faculty member in the department in order for their courses to count toward the major; otherwise, credit is not guaranteed.

Pass/Fail Policy

No courses beyond FRE 235 may be taken Pass/Fail for credit toward the major.

Minor Requirements

A minor in French and Francophone studies requires a minimum of seven courses. At least one of the seven courses must focus on literature or culture beyond the 235 level, or its equivalent. Advanced Placement courses may not be applied toward the minor. All students who minor in French and Francophone studies must assemble a portfolio of their work in the minor. The portfolio consists of samples of written course work and is designed to demonstrate progress in the study of the French language as well as acquisition of analytical skills to interpret cultural production and socio-historical practices.

Minors are requested to work closely with their official advisor on the compilation of the portfolio which is due at the beginning of the Short Term of their final semester. There is no defense ("soutenance") or presentation of the portfolio as is the case with majors.

Courses Taken Outside of Bates

Normally, minors receive a maximum of two credits for one semester of study and three credits for two semesters. Students must obtain approval from the department chair in order for their course to count toward major or minor in the discipline; otherwise, credit is not guaranteed.

Pass/Fail Policy

No courses beyond FRE 235 may be taken Pass/Fail for credit toward the minor.

Course Offerings

FRE 101 Elementary French I

An introduction to the French language. In the first semester, emphasis is placed on oral proficiency with conversational practice in various aspects of contemporary French and Francophone culture, and on the acquisition of vocabulary, basic grammar, and reading and writing skills. This course is not open to students with two or more years of French in secondary school.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

FRE 102 Elementary French II

A direct continuation of FRE 101 and also intended for students with no more than two years of French in high school. In this second semester introductory French course, students concentrate on further developing vocabulary, grammar, writing skills, and comprehension of French and Francophone culture with short readings and films. Prerequisite(s): FRE 101.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C024, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

FRE 151 Gender, Race, and Social Class in French and Francophone Film

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C024, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 151

Instructor: Rice-DeFosse, Mary
Instructor Permission Required: No

FRE 201 Voix Francophones: Intermediate French

The course focuses on proficiency in speaking, with intensive review of grammar. Students read and analyze selected texts. Class discussions in French explore both literary and cultural topics. Prerequisite(s): FRE 102.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C024, C034
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Rice-DeFosse, Mary
Instructor Permission Required: No

FRE 205 Oral French

The course is designed to develop oral fluency and aural acuity, with attention to vocabulary, idiomatic expressions, syntax, and pronunciation. The course is constructed around an unfolding suite of humorous adventures in dialogue form that explore North Africa's cultural legacy in the French and Francophone world. Students explore topics of contemporary interest such as orientalism, colonialism, women's rights, Islam and France, and North African culture, through weekly performances, improvisation, debate, and one-on-one evaluations. Recommended background: FRE 201.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C024, C034
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Read, Kirk
Instructor Permission Required: No

FRE 207 Introduction to Contemporary France

This course develops facility in speaking, reading, and writing French by focusing on French society and culture. Students explore contemporary France through content-based cultural materials such as magazine and newspaper articles, published interviews, video, film, music, and appropriate works of current literature. Students prepare oral reports and written essays. Recommended background: FRE 201.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C024, C032, C034, C083
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dauge-Roth, Alex
Instructor Permission Required: No

FRE 208 Introduction to the Francophone World

This course focuses on the Francophone world while developing greater facility in speaking, reading, and writing in French. The Francophone world is first presented through the history of colonization, the slave trade, and the decolonization movements in several areas such as the Caribbean, Senegal, and Algeria. The diversity of Francophone cultures and voices is explored through a variety of cultural material including newspaper and magazine articles, and the work of directors and authors such as Ernest Pépin, Gisèle Pineau (Guadeloupe), Patrick Chamoiseau (Martinique), Assia Djebar, Leïla Sebbar, Lyes Salem (Algeria), Ken Bugul, Ousmane Sembène, and Djibril Diop Mambety (Senegal). Class presentations and discussions are conducted entirely in French. Recommended background: FRE 201.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C032, C034, C037, C038, C041, C059

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

FRE 235 Advanced French Language and Introduction to Film Analysis

The course is designed to develop facility in conversing and writing in idiomatic French with ease and fluency. Students review linguistic structures and develop new analytical skills to develop their critical thinking in French with attention to written expression. In addition to reading short essays by French and Francophone theorists, students acquire specific conceptual vocabulary to analyze films and explore questions of language, power, and privilege; constructions of gender, national, and racial identities; and their intersectionalities.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C019, C024, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

FRE 240E Le Maghreb: Vue de l'Enfance

An appreciation and analysis of the amply recorded experience of childhood in North Africa. Students examine the rich body of memoirs, historical accounts, novels, films, and short stories that explore the experience of childhood with particular attention to its cultural specificity in North Africa, a Francophone region deeply affected by the legacy of colonization. Particular attention is paid to issues of gender, orientalism, and religious and cultural diversity within the Maghreb. Authors include Sebbar, Ben Jelloun, Djebar, and Mernissi, and filmmakers Ferroukhi and Boughedir. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C022, C032, C034, C037, C059, C090

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Read, Kirk
Instructor Permission Required: No

FRE 240F Borders and Disorders

A study of the various experiences of immigration that the Francophone world has made possible and, in certain cases, forced upon people for political and economic reasons. In an era of globalization, students examine how increasingly migrants must negotiate their sense of self through multiple heritages and places, and how Francophone novels and films imagine new forms of belonging that embrace the complex and fluid status of the migrant experience. How does one define "home" within one's host country without denying one's past and cultural origins? The course envisions the Francophone world as a theater of multiple encounters that lead to the creation of new hybrid identities that transform both the immigrant and the host country. Authors and filmmakers include Bouchareb, Bouraoui, Condé, De Duve, Flem, Gomis, Guibert, Nacro, Sebbar, Sembène, and Zang. Prerequisite(s): FRE 207, 208 or 235.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C022, C032, C034, C037, C038, C059, C062
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dauge-Roth, Alex
Instructor Permission Required: No

FRE 240I French in Maine

An appreciation and analysis of what it means to speak French and to be "French" or Francophone in the local and regional context. Students examine questions of language, ethnic identity, and cultural expression through novels, short stories, autobiographies, film, and written and oral histories. Visits to local cultural sites enhance students' understanding of the Franco-American community and its heritage as well as other French speaking communities. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C032, C034, C037, C038, C057, C059, C062, C068, C085
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AMST 240I
Instructor: Rice-DeFosse, Mary
Instructor Permission Required: No

FRE 250 Power and Resistance through Writing

A study of French and Francophone cultural production, mainly literary, across time and various genres. The course does not attempt comprehensive, encyclopedic knowledge of a textual canon, but rather a thematic approach that focuses on key works and important authors and creators from the French and Francophone world. Power and resistance provides a capacious lens through which students consider issues relevant to the

history of France and its reach into the cultural life of its former colonies and beyond, gender and race foremost among these defining influences. Students become acquainted with iconic moments and texts from the Francophone world as well as these that have been traditionally underprivileged or unrecognized. This course may be repeated for credit with permission of the instructor. Prerequisite(s): FRE 207, 208, or 235.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C032, C034, C035, C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk; Balladur, Laura

Instructor Permission Required: No

FRE 271 Translation: Theory and Practice

An introduction to translation both a creative practice and a theoretical investigation into the relationship between language and culture. The course offers both an exploration of language and its rhythms and a discussion of the political role of translators. Students' creative work focuses on translation of literary texts, both in prose and verse, while readings consider stylistics and aesthetics, philosophy of language and translation, and gender studies and cultural studies in relation to translation theory. Prerequisite(s): FRE 235, 240 or 250.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balladur, Laura

Instructor Permission Required: No

FRE 339 Rereading Tintin

The intrepid boy reporter Tintin is a cultural icon of vast international acclaim. His adventures, drawn and written by the Belgian writer and artist Georges Remi (Hergé), have been translated into over fifty languages and sold hundreds of millions of copies. In this course, students explore the Tintin phenomenon as artistic production, as colonialist discourse, as commodified object, and as part of a distinctly European tradition of graphic storytelling. Readings include a selection of the twenty-three adventures, a biography of Hergé, theoretical works on the art form, and related critical works on the reception and controversy of Tintin's enduring popularity. Recommended background: Completion of the [W2] requirement.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

FRE 340 Social Pulse, Documentary Impulse

What kind of unique knowledge does a documentary film seek to offer? What are the strengths and the limits of this genre in our increasingly visual culture? Does the documentary impulse bring us closer to the "reality" of which it takes the pulse? Does it force us to face the existential and political practices it makes socially visible? How do documentary films, in comparison with historical fictions or novels, position their viewers and call for social engagement? Moreover, to what extent are documentary films able to renew our vision of postcolonial history and memory and confront issues of power, privilege, and the diversity of views and beliefs? This course examines these topics through the works of several French and Francophone documentary filmmakers. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C034

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

FRE 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

FRE 370 All that Glitters: Literary Prize Culture in the Francophone World

Each year in France literary institutions award thousands of prizes including many prizes expressly for African authors. In this course students consider this and other aspects of France's literary prize culture. They examine the controversial world of awards, rife with celebrities, rivalries, and scandals. To complement the study of award-winning novels, they parse the complicated relationship among economics, politics, and culture, looking at questions of race and gender. As the course progresses students come to think of themselves as writers, penning book reviews, participating in a "biblio battle," authoring a short story, and competing in a prize competition. Prerequisite(s): FRE 240 and FRE 250.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bedecarre, Madeline
Instructor Permission Required: No

FRE 372 Woman Writer/Women Written

Reading and discussion of women writers of the seventeenth century with a focus on their important role in the formation of the novel. Attention is given to women as heroines or titular characters in the works of male authors of the period. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C034, C035, C060, C066
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Read, Kirk
Instructor Permission Required: No

FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine

This course studies the colonial, postcolonial, and immigrant experience of North Africans as portrayed in Francophone literature. Readings include narratives and journals from the beginning of the colonial period in Algeria (1830), as well as the contemporary novels and discourse of feminists such as Assia Djébar, Malika Mokeddem, and Leïla Sebbar. Gender is highlighted as a category of analysis. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C022, C032, C034, C037, C041, C059, C060, C090
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): FRE 365D, GSS 377
Instructor: Read, Kirk
Instructor Permission Required: No

FRE 378 Voix francophones des Antilles

An examination of literary voices from the French-speaking Caribbean from the first half of the twentieth century to the contemporary period, including works by authors such as Aimé Césaire, René Depestre, Edouard Glissant, Marie Chauvet, Maryse Condé, Gisèle Pineau, and Patrick Chamoiseau. The course explores topics such representations of colonial past and slavery, the Négritude movement, issues of political and social justice, hybridity, and créolité. Prerequisite(s): FRE 240 or 250.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C032, C034, C037, C059
Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rice-DeFosse, Mary
Instructor Permission Required: No

FRE 379 Documenting the Genocide of the Tutsi in Rwanda

This course presents a historical and rhetorical examination of various media and genres that bear witness to the 1994 genocide of the Tutsi in Rwanda and question the ability to document genocide in Africa through Western modes of representation and information. Students analyze literary works written by Francophone sub-Saharan African writers such as Koulsy Lamko (Chad) and Boubacar Boris Diop (Senegal), the play *Rwanda 94*, written testimonies by Tutsi and Hutu survivors such as Yolande Mukagasana and Esther Mujawayo and those of foreign journalists present during or after the genocide such as Jean Hatzfeld, fictional films by Raoul Peck, and numerous documentaries by Western and Rwandan filmmakers. Course conducted in English.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C017, C019, C022, C032, C034, C037, C038, C041, C059, C062, C064
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dauge-Roth, Alex
Instructor Permission Required: No

FRE 457 Senior Thesis

Open only to senior majors, with departmental permission. Before registering for 457 or 458 a student must present to the department chair an acceptable plan, including an outline and a tentative bibliography, after discussion with a member of the department. Students register for FRE 457 in the fall semester. Senior majors register for 457 or 458 only, unless the department gives permission for a second semester's credit because the nature of the project warrants it. Majors writing an honors thesis register for both FRE 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

FRE 458 Senior Thesis

Open only to senior majors, with departmental permission. Before registering for 457 or 458 a student must present to the department chair an acceptable plan, including an outline and a tentative bibliography, after discussion with a member of the department. Students register for FRE 458 in the winter semester. Senior majors register for 457 or 458 only, unless the department gives permission for a second semester's credit

because the nature of the project warrants it. Majors writing an honors thesis register for both FRE 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

FRE S15 Gender, Race, and Social Class in French and Francophone Film

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C032

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dauge-Roth, Alex

Instructor Permission Required: No

FRE S24 Cooking up French Culture

The French gastronome Brillat-Savarin wrote, "Tell me what you eat and I will tell you who you are." This course studies the ways in which food is prepared and eaten in selected works of French literature and film and what those culinary traditions tell us about the changing identity of the French. Literary and cinematic representations may include works by May Flaubert, Zola, Proust, Buñuel, Axel, Jeunet, Ferreri, Barbery, and Gavalda. The course includes some practice in food preparation and service. Prerequisite(s): FRE 201 or higher.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

FRE S34 French Drama in Performance

A study and performance of scenes from French dramatic works from a variety of literary styles, movements, and eras. Students read, discuss, and perform dramatic works (or portions thereof) throughout the course and then conceive and create a coherent production of portions of these plays that may be presented in public to area high schools and colleges. Readings may include the works of Molière, Racine, Beaumarchais, De Musset, Ionesco, and Duras, which, though drawn from a wide range of time periods and approaches, are assimilated and reconciled under a common theme to be determined by the class. Prerequisite(s): one French and Francophone studies course beyond 201. Recommended background: adequate oral fluency in French, good reading comprehension.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

FRE S39 Rereading Tintin

This course studies the intrepid boy reporter Tintin as a cultural icon of vast international acclaim. His adventures, drawn and written by the Belgian writer and artist Georges Remi (Hergé), have been translated into over fifty languages and sold hundreds of millions of copies. Hergé's legacy is both beloved and troubling: the two bestselling adventures remain Tintin au Congo and Tintin en Amérique, both of which include exceedingly racist and colonialist stereotypes and tropes. In this course, students explore the Tintin phenomenon as artistic production, as colonialist discourse, as commodified object, and as part of a distinctly European tradition of graphic storytelling. Readings include a selection of the twenty-three adventures, studies and interviews concerning Hergé, theoretical works on the art form, and related critical works on the reception and controversy of Tintin's enduring popularity. Recommended background: One course at or above French 205.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C032, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Read, Kirk

Instructor Permission Required: No

Gender and Sexuality Studies

Professors Herzig (Gender and Sexuality Studies, chair), Kane (Sociology), and Rand (Art and Visual Culture and Gender and Sexuality Studies); Associate Professors Beasley (American Studies), González Valencia (Art and Visual Culture), and Houchins (Africana); Assistant Professors Ellasante (Gender and Sexuality Studies) and Lim (Politics); Senior Lecturer Plastas (Gender and Sexuality Studies)

The Program in Gender and Sexuality Studies analyzes local and global entanglements of knowledge, power, pleasure, and resistance. Drawing on histories of antiracist, decolonial, feminist, queer, and trans work, courses examine shifting dynamics of privilege, exclusion, and marginalization. The program also cultivates action, practice, and reciprocal engagement with the many communities of which we are part. To study gender and sexuality in these ways is to refute simple assertions about identity in favor of richly detailed accounts of the specific conditions through which particular social positions are maintained and transgressed. Students may choose to either major or minor in gender and sexuality studies.

More information is available on the [Gender and Sexuality Studies program website](#).

Major Requirements

1. Core Courses

Complete the following courses:

- GSS 100 Introduction to Gender and Sexuality Studies
- GSS 201 Race, Ethnicity, and Feminist Thought
- GSS 250 Interdisciplinary Studies: Methods and Modes of Inquiry
- One GSS 400 Junior-Senior Seminar

Majors are encouraged to take GSS 100 and GSS 250 before the end of the sophomore year.

2. Additional courses

Complete at least five additional Gender and Sexuality Studies courses or program-approved courses offered by other departments and programs. At least two of these five courses must be at the 300- or 400-level. No more than one Short Term course may be counted toward the major. Committee-approved first-year seminars are viewable through the online Catalog.

3. Thesis

Complete the following courses:

- GSS 457 Senior Thesis
- GSS 458 Senior Thesis

Planning for the senior thesis should begin in the junior year. In consultation with the chair of the program, each student chooses a thesis advisor according to the subject matter of the thesis. With the assistance of the thesis advisor, each major submits a thesis proposal to the faculty Committee on Gender and Sexuality Studies according to a schedule determined by the program. Students should consult the program website for thesis guidelines and a schedule of deadlines.

Courses Taken Outside of Bates

Students should consult the program chair about transfer credits or other courses that may be used toward fulfillment of major requirements.

Short Term Courses

No more than one Short Term course may be counted toward the major.

Pass/Fail Policy

Aside from the thesis, which must be taken for a grade, there are no restrictions on the use of the Pass/Fail option within the major.

Minor Requirements

A minor in gender and sexuality consists of GSS 100, GSS 201, GSS 250, GSS 400, at least one other 300- or 400-level gender and sexuality studies course, and two other committee-approved courses.

Courses Taken Outside of Bates

Students should consult the program chair about transfer credits or other courses that may be used toward fulfillment of minor requirements.

Short Term Courses

No more than one Short Term course may be counted toward the minor.

Pass/Fail Policy

There are no restrictions on the use of the Pass/Fail option within the minor.

Course Offerings

GSS 100 Introduction to Gender and Sexuality Studies

Interdisciplinary, intersectional study of gender and sexuality in cross-cultural and historical perspective. Attention is given to the dynamic relations of race, class, ethnicity, age, (dis)ability, sexuality, nationality, citizenship, and religion drawing on antiracist, decolonial, queer, and trans perspectives.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GSS 106 TechnoGenderCulture

Two premises inform this course: technologies have histories and cultures; technologies are gendered. The course brings together the disciplinary approaches of science and technology studies and gender and sexuality studies to explore contemporary problems at the intersection of gender and technology. Students explore classic texts in these fields and undertake design processes that help them apply those texts to real-world problems.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C027, C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: None

Cross-listed Course(s): DCS 106

Instructor: Shrout, Anelise

Instructor Permission Required: No

GSTH 116 Gender, Politics, Performance

What does it mean to be a feminist? What does it mean to perform femininity and gender fluidity, and express queer, trans, and nonbinary feminisms through art? How can literature and performance describe and shape cultural perceptions of equality, consent, friendship, or love? This course explores the history of feminist thought, political movements, and perspectives on gender through drama, theory, television, and film. Particular attention is paid to how art can resist patriarchy and white supremacy and lead to collective action. Readings and performances include work by Margaret Atwood, Simone De Beauvoir, Alison Bechdel, Alice Birch, Caryl Churchill, Hélène Cixous, Jackie Sibblies Drury, María Irene Fornès, bell hooks, Adrienne Kennedy, Young Jean Lee, Audre Lorde, and Ntozake Shange.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Phillips, Elizabeth

Instructor Permission Required: No

ENGS 121G Asian American Women Writers

This course introduces students to some major themes and concerns addressed in the literature of Asian American and Pacific Islander women writers. The course spans the twentieth century into the twenty-first, covering canonical and noncanonical texts, including novels, poetry, short stories, memoirs, and experimental and visual texts by Sui Sin Far, Maxine Hong Kingston, Hisaye Yamamoto, Lisa Linn Kanae, Caroline Sinavaiana, Jessica Hagedorn, Nora Okja Keller, and Miné Okubo. This course combines literary analysis with empire studies, cultural studies, women of color feminisms, and queer theory. Students explore the social, political, economic, and historical realities that shape the literature Asian American and Pacific Islander women produce, particularly the authors' resistances to U.S. military histories and legal policies. They examine writers' decolonial practices in spaces of U.S. imperialism and their responses to American immigration policies, war, and adoption practices.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C037, C038, C041, C050, C052, C059, C060, C087

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

GSS 151 Gender, Race, and Social Class in French and Francophone Film

This course explores representations of gender, race, and class including the intersectionality and historical evolution of these categories of difference. Students acquire analytical tools to better appreciate and contextualize French and Francophone films and look critically at their various aesthetic frameworks. How do classic French cinema, surrealism, avant-garde cinema, the New Wave, and postcolonial cinema question social norms and values? How do French and Francophone films represent personal memory, national history, gender relations, and colonial and postcolonial gazes? How do filmmakers address social change and capture shifting identities within French and Francophone history and cultures? Course and reading materials are in English; films are in the original with English subtitles.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C024, C034

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): FRE 151

Instructor: Rice-DeFosse, Mary

Instructor Permission Required: No

GSS 155 Gender, Power, and Politics

This course scrutinizes several sites where power is produced-constitutions, international politics, political theory, social movements, and globalization- in order to assess the impact of gender on the status, behavior, and authority of different political actors. Recognizing how race, class, sexuality, and citizen status matter,

students consider why women are under-represented in nearly all governments and how differences in national and international settings occur. Students examine questions, concepts, and theories that acknowledge women's political agency and help assess their influence across a range of political systems.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 155

Instructor: Lim, Seulgie

Instructor Permission Required: No

GSS 201 Race, Ethnicity, and Feminist Thought

This course focuses on race, ethnicity, and national power at their intersections with gender. Acknowledging the realities of white supremacy and patriarchy, students develop their understanding of these systemic and interlocking oppressions, while exploring the resistance to such oppressions that continues to give rise to critical feminist theory. Using a range of transdisciplinary perspectives, students examine the work of BIPOC feminist scholars and activists and encounter modes of critical and liberatory theorizing that productively challenge notions of what constitutes theory. Additionally, students practice ongoing self-reflection, or awareness of their own positionality and the ways it affects their journey through the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C038, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AFR 201

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

GSS 202 Queer and Trans Sports Studies

This course brings queer studies and trans studies perspectives to sport, looking at practice, representation, discourse, and relations among them. Topics include the reach into the lives of all athletes of gender binarism and gender segregation; the regulation of transgender, gender nonconforming, and intersex athletes, including through the delineation of those categories, in the context of other discourses around human variation in sport; the roles of raced masculinities, femininities, heteronormativities, and homonormativities in the valuation of athleticism, athletes, and sports; and issues from pleasure to pink-washing. Recommended background: one course on the study of gender, sexuality, queer studies, trans studies, and/or sports studies.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009, C027

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rand, Erica

Instructor Permission Required: No

CMGS 204 Classics and the History of Sexuality

This course investigates how the language and culture of ancient Greece and Rome has shaped many of our contemporary ideas on sexuality in the United States. Students explore the role of Greco-Roman material in discourses of sexual identity, freedom, and oppression from the first scientific studies of sexual behavior in the late nineteenth century to notions of sex, gender, and sexuality in the modern day. Throughout the course, students analyze texts from both ancient and modern contexts to see how classical culture has acted as an explanatory force in the fields of medicine, psychology, law, and politics. Students also explore how marginalized groups, especially LGBTQI peoples, have used Greco-Roman antiquity as a means both for forming community and for arguing their equal rights.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C027, C054, C055, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

GSS 206 Gender Traditions and Transformations in the Americas

Beginning with a survey of traditional Indigenous gender systems across the Americas, this transdisciplinary course examines changes over time in the concepts and contexts of gender normativity and nonconformity from precolonial eras through the present. Students explore topics ranging from the meaning of “gender” and “the Americas” to settler colonialism and peoplehood, from #MMIWG2S (Missing and Murdered Indigenous Women, Girls, and Two Spirit people) to Black trans feminisms, from surveillance and state violence to the prison industrial complex, in order to investigate the impact of pivotal political and legal changes and cross-cultural movements of resistance and liberation on the lives of people embodying marginalized genders throughout the Americas, in particular those who are multiply marginalized by such factors as race, socioeconomic class, citizenship, and ability. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

GSS 207 Eve, Adam, and the Serpent

This course examines the historical formation of Genesis 1-4 against the background of its literary, cultural, and historical context and its subsequent interpretation and use in Jewish, Christian, and Islamic traditions. Special attention is given to the ways in which the biblical texts have been interpreted and used to imagine, promote, and justify social orders - both hierarchical and egalitarian - as well as how the construction of

gender relations links to the ways in which other social institutions are articulated and justified. Topics include the creation of the cosmos, characterizations of the Creator, the origins and perfection of humanity, the origins of evil, and the nature of the garden.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 207

Instructor: Baker, Cynthia

Instructor Permission Required: No

GSS 208 Transgender Studies

This course introduces students to the interdisciplinary field of transgender studies. Students consider questions that challenge the simplistic binaries of woman/man and sex/gender; trace the Euro-Western conceptualization of “transgender” with critical attention to the elision of non-Euro-Western conceptualizations; and investigate the development of transgender studies as an academic field distinct from queer studies. What impact have pivotal political and legal changes and social movements had on the lived experiences of transgender and gender-expansive people, in particular those who are multiply marginalized by such factors as race, socioeconomic class, citizenship, and ability? How are these lived experiences reflected in the scholarship of the field? Recommended background: one course on the study of gender and/or queer studies.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ellasante, Ian-Khara

Instructor Permission Required: No

GSS 209 Pixelated Parts: Race, Gender, Video Games

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 209, DCS 209

Instructor: Rubin, Josh

Instructor Permission Required: No

GSS 210 Technology in U.S. History

Surveys the development, distribution, and use of technology in the United States drawing on primary and secondary source material. Subjects treated include racialized and gendered divisions of labor, militarism and colonial dispossession, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 210, HIST 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

GSS 211 Archival Queers

Queers have historically engaged in ephemeral rhetorical practices to save themselves from the scrutiny and violence of the heteronormative public. Over the course of the twentieth century, however, more and more queers have found themselves doing the work of preserving their own history, sometimes institutionally, but often in their own attics and basement. This class will explore the archive as a site of queer resistance, where both the inclusion of queer materials and the queer interpretation of 'normative' materials become methods queer resistance. As argued by Charles Morris III, the project of archival queers is to make an "indelible mark on the public record" through the "tireless cruising in vexed pursuit of the elusive artifacts of queer history." Using the tools of rhetorical theory and criticism, this class will engage with the archive to think through the heteronormativity of history making and participate in the queering of public discourse through radical interpretation.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): RFSS 211

Instructor: TBA, Staff

Instructor Permission Required: No

CMGS 217 Sex and Gender in Ancient Rome

This course investigates Roman categories of gender and sex through ancient and modern theories of gender and sexuality, especially Michel Foucault's controversial thesis on ancient sexuality. Students examine ancient philosophy, rhetoric, poetry, graffiti, novels, and visual culture to discuss the lived experiences of Roman people, whether gladiators, senators, sex workers, or matrons. Special attention is paid to the diversity of experiences recorded outside of canonical texts, and the influence of foreign cultures on Roman thought and practices. Recommended background: CM/HI 101, 108, or 109.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C009, C054

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GSS 228 Black Women and Modern America

This course introduces students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. Students examine the social, political, and economic meaning of freedom for women of African descent. Furthermore, students explore how Black women shaped the cultural, social, and political development of the United States as Black Feminists, Nationalists, Integrationists.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): AFR 228, HIST 228
Instructor: TBA, Staff
Instructor Permission Required: No

GSS 238 Queer Power: Political Sociology of U.S. Sexuality Movements

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009, C013, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): PLTC 238, SOC 238
Instructor: Engel, Steve
Instructor Permission Required: No

GSS 250 Interdisciplinary Studies: Methods and Modes of Inquiry

Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 250, AMST 250
Instructor: TBA, Staff
Instructor Permission Required: No

GSS 256 Feminist Political Thought

What is the point of feminism? This course brings an emphasis on the big questions about gender to political science while bringing a specifically political theoretical mode of questioning to gender and sexuality studies. Students evaluate and reshape their own beliefs about feminism and its political demands while reading and discussing feminist theories and writing their own feminist theory. Themes may include feminist epistemology, intersectionality, Black feminisms/womanisms, lesbian and trans feminisms, democratic feminist theory, ecofeminism, Indigenous feminist theory, transnational feminism, feminist theories of work and labor, and anti-pornography feminism. Students will examine feminist political thought as both a practice (what should feminist politics be?) and a methodology (how do we theorize and practice feminist politics?). Recommended background: PLTC 121, 191, and/or a GSS course.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GSS 258 American Minority Religions: Goddesses, Guns and Gurus

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AMST 2587, REL 258
Instructor: Goodwin, Megan
Instructor Permission Required: No

GSS 262 Feminist Philosophy

What is gender? What is race? What is oppression? What does it mean to experience discrimination or oppression? Feminist philosophy uses philosophical methods to think carefully about gender, the way gender intersects with other identities, the lives of historically marginalized voices, and the concepts employed in feminist political movements and similar social movements such as those centered around race, class, sexual identity and orientation, and disability. Additional areas of study may include science and society; gender and science; sex and sexuality; reproduction; family; gender in popular culture; and the body and appearance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 262

Instructor: Stark, Susan; Ashwell, Lauren

Instructor Permission Required: No

GSS 263 Producing Gender in Japanese History: Theater, Literature, Religion

How well does the gender binary describe cultural, religious, and linguistic identities and sexual relationships in premodern Japan? This course looks at gender identities and their conventions in premodern religious and political institutions as well as among professional entertainers, performers, and sex workers. Additional factors within these contexts are age and class. We will consider consent and the age of sexual maturity in the aristocratic court, boy entertainers in service at Buddhist temples and the shogun's court, and gender onstage in public and private performances. To understand the fate of gender as Japanese society modernized according to European and North American models, the course will introduce material on the policing of gender identities in the Meiji Period. Sources will include well-known examples of Japanese literature as well as less known texts, supplemented with art and material history. There are no prerequisites. All materials will be in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C033, C050

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 263, JPN 263

Instructor: TBA, Staff

Instructor Permission Required: No

GSS 267 Blood, Genes, and American Culture

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the emergence of new forms of biological citizenship. Recommended background: course work in biology and/or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, AMST 267, HIST 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

GSS 270 Sociology of Gender

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender inequality. Emphasis is placed on the intersections between gender inequality and inequalities of race/ethnicity, class, sexuality, and nation. Recommended background: one previous course in gender and sexuality studies or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C009, C062, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): SOC 270

Instructor: Kane, Emily

Instructor Permission Required: No

GSS 273 US Immigration: From the "Uprooted" to the Rise of the Immigration Regime

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the late-nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

GSS 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History

If the home was the "Englishman's castle," its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his surroundings. By flipping the script, this course demonstrates the centrality of women, family, and community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Shaw, Caroline
Instructor Permission Required: No

GSS 282 Constitutional Law II: Rights and Identities

An introduction to constitutional interpretation and development in civil rights and race equality jurisprudence, gender equality jurisprudence, sexual orientation law, and matters related to privacy and autonomy (particularly sexual autonomy involving contraception and abortion access). Expanding, contracting, or otherwise altering the meaning of a right involves a range of actors in a variety of venues, not only courts. Therefore, students consider rights from a "law and society" perspective, analyzing judicial rulings as well as evaluating the social conceptualization, representation, and grassroots mobilization around these rights. Prerequisite(s): PLTC 216 or any course in gender and sexuality studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009, C013, C037
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): PLTC 282
Instructor: Engel, Steve
Instructor Permission Required: No

GSS 283 Early Modern Sex and Sexuality

This course applies the methods of gender and sexuality studies to early modern literature. Taking up Michel Foucault's contention that sexual identity was an "invention" of the nineteenth century, students theorize and historicize sex and sexuality in the three centuries prior to this moment. Can we see the traces of identity in sexual desire in early modernity? How is sexual desire related to gender? To race? To class? To other intersectional identities? What might it mean to queer an early modern text? And how do literary genres from the period – poetry, drama, prose – enable the exploration of these questions? Recommended background: ENG 213 or 214.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C009, C066
Department/Program Attribute(s): (English: Pre-1800)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ENG 283
Instructor: Adkison, Katie
Instructor Permission Required: No

GSS 287 Gender and Visual Culture

This course concerns gender in the making and viewing of visual culture, with emphasis on the later twentieth and early twenty-first centuries, and the roles of visual culture in the construction of gendered identities. Topics include the use of the visual in artistic, political, and historical representations of gendered people; queer and trans genderings; the visualization of gender in relation to race, ethnicity, nationality, class, age, sex, and sexuality; and matters of censorship, circulation, and resources that affect the cultural production of people oppressed and/or marginalized by sex and/or gender.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Race, Sexuality, Gender)(Africana: Gender)

Class Restriction: None

Cross-listed Course(s): AVC 287

Instructor: Rand, Erica

Instructor Permission Required: No

AVGS 295 The Decorated Body

This course analyzes the arts associated with the body, using the body as subject and as lens for theoretical discussions in relation to non-Western and Western cultures. Cross-cultural and cross-disciplinary, with particular attention to the body as gendered and raced, the course addresses the ways that the body has been adorned and manipulated as an artistic medium through practices including painting, scarification, surgical manipulation, tattooing, piercing, branding, and hair adornment.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C036, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Non-Western Canon)(AVC: Race, Sexuality, Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bessire, Aimee

Instructor Permission Required: No

GSS 301D Regulating Intimacy: Histories of the Labor of Sex in North America

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women “imported for the purpose of prostitution.” The Act’s enforcement hinged on the suspicion of all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women’s sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to transport “any woman or girl for the purpose of prostitution.” The Federal Bureau of Investigations (FBI) was the government agency responsible for enforcing the act. This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women's sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301D, LALS 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

GSS 301Z Race and U.S. Women's Movements

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Z, PLTC 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

GSS 302 Black Feminist Activist and Intellectual Traditions

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Prerequisite(s): one course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 302, AMST 302

Instructor: Houchins, Sue

Instructor Permission Required: No

AFGS 303 Birthing while Black

This course explores the complex and intense history of Black reproduction in the United States and abroad. Students examine the social value of Black life both during and after enslavement. They mine contentious topics such as welfare caps, compulsory sterilization, abortion access, and the disparate experiences of Black mothers in the U.S. healthcare system that have led to maternal death rates twice the national average. The course considers both the ordinary experiences of Black women birthing as well as the sensationalized experiences of mothers such as activist Erica Garner, athlete Serena Williams, and pop icon Beyoncé.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C048, C065

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Shepard, Cassandra

Instructor Permission Required: No

GSS 305 College for Coming Times

Why attend class in the era of instantaneously streaming information? What purposes might educational institutions such as Bates, created as nineteenth-century Protestant seminaries, hold for lives framed by the pressing global challenges of the twenty-first century? This advanced discussion seminar, grounded in the emerging field of Critical University Studies, addresses these and related questions. Drawing insight from feminist, queer, disability, and critical race approaches, students consider the role of small residential colleges in confronting issues such as student debt, workplace automation, health disparities, and climate justice. Prerequisite(s): GSS 100.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: No

GSS 306 Queer Africana: History, Theories, and Representations

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora. While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Recommended background: at least one course offered by the Program in Africana, the Program in gender and sexuality studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009, C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 306, ENG 306

Instructor: TBA, Staff

Instructor Permission Required: No

GSS 307 Spaces of Black Liberation

This course examines Black Feminisms in the Americas through an anthropological lens. Using decolonial frameworks, students engage with media created by Black womxn with an emphasis on Brazil and the United States. They analyze how Black communities exercise everyday forms of resistance through knowledge sharing, communal care, art (music, visual and performance), refusal, abolition, and other forms of social and political activism. Prerequisite(s), which may be taken concurrently: one course in Africana, anthropology, gender and sexuality studies, or sociology. Recommended background: coursework in the humanities or social sciences. Crosslisted in Africana, Anthropology, and Gender and Sexuality Studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

GSS 308 Feminist and Queer Ethnography

This course introduces students to ethnographic research methods by exploring how interdisciplinary queer and feminist scholars have engaged and challenged traditional anthropology. Students consider the dynamics of fieldwork, the ethics of research, and the production of anthropological knowledge through an engagement with the history of feminism and queer theory in the discipline as well as with contemporary debates about the possibilities and constraints of ethnography. Students design their own projects and conduct mini-ethnographies throughout the semester. Course topics include race, gender, and sexuality; embodiment; colonization; the cultures of biomedicine; the anthropology of reproduction; and multispecies ethnography. Recommended background: coursework in anthropology.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 308

Instructor: Hamilton, Jennifer

Instructor Permission Required: No

GSRE 310 Gender and Judaism

In this course, students explore aspects of Jewish culture and images of Jews and Judaism through intersectional lenses, with a particular focus on gender, sexuality, and race. They examine ideologies, images,

and practices related to gender, sexuality, and race with an eye to the ways these are constructed, maintained, contested, transformed, and queered in Jewish contexts. Feminist/womanist scholars and practitioners of Judaism serve as sources for insight and critique as well as a constructive resource for religious reflection, ritual, and visions of Judaism's future.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

GSS 311 Buddhism and Gender

This course examines the role of gender in Buddhist communities from the inception of the religious tradition to the modern day. How has gender identity influenced the development of this tradition? Where do we see gender in Buddhist literature, doctrine, and art? How do modern ideas of what "Buddhism" is affect change in the North American context, and how is this different from the Buddhist past? The course draws on a variety of sources, including literary, cinematic, and visual materials, to answer these questions. Special attention is given to how gender is presented in doctrinal texts, and the (dis)connection between these documents and the lived experiences of Buddhist people, as presented in interviews and autobiographies by Buddhist practitioners from a variety of moments and communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C050

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): REL 311

Instructor: Melnick, Alison

Instructor Permission Required: No

GSS 312 Transgender Narratives

Many transgender and gender-expansive authors have written about navigating the experiences of childhood, coming out, transition, passing or not passing, or not trying to pass, and living within a cis-normative society. What is compelling or relatable about these narratives? Are there similar patterns or arcs among them? How do these differ from the trans experiences depicted by cisgender authors? Using memoir, blogs, vlogs, prison letters, interviews, poems, and diary entries, students examine the narratives that transgender and other gender-expansive people construct and present about their experiences. This interdisciplinary course considers the telling of one's own story and the impetus to do so for people embodying marginalized genders, especially those who are multiply marginalized by such factors as race, socioeconomic class, ability, citizenship, and place. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): One course in GSS.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C037, C041, C091

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ellasante, Ian-Khara
Instructor Permission Required: No

GSS 314 Sex and the Modern City: European Cultures at the Fin-de-Siècle

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the “discovery” of an international sex trade. Note: As part of History’s 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C024, C057
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): EUS 302, HIST 301A
Instructor: Shaw, Caroline
Instructor Permission Required: No

GSS 315 Queering Capitalism: Sexual Politics and Properties of Economic Life

In this class, students investigate the history of the term queer(ing) in anthropology, and explore the intersectional relationship between LGBTQ+ people, theory, anthropology, and economics by “queering capitalism”. Students engage ethnographic accounts of LGBTQ lives and films and representations of cultures and economy in media that point to the significant relationship between queerness and capitalism. We look at capitalisms queer relationships and formations often “under the covers” in mainstream economic anthropology to investigate the role of heteronormativity in studies of the family, kinship, relationships, and sexuality in global capitalist contexts. We then look at ethnographic accounts - stories and studies of everyday lives - that challenge our taken-for-granted views and “queer” our understandings of capitalism. Recommended background: ANTH 101 or GSS 100.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C009
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ANTH 315
Instructor: Hughes, Jen
Instructor Permission Required: No

GSS 318 Sex, Gender, Islam, Power

This course examines the four central terms of the title in several combinations. We first explore the human-human and human-divine relationship as framed in the Qur'an and the Hadith, studying key feminist thinkers on equality, personhood, and women's humanity. The second part of the course surveys key questions about women, sex, and gender that have vexed the study of Islam in the twentieth and twenty-first centuries—sex in and outside marriage; punishment for 'sexual' crimes; licit and illicit sex; homosexuality, bisexuality, and queerness; transition and third genders; ritual leadership; and mourning. In the third and final part of the course, we will examine gendered and racialized representations of Muslim women and Muslim bodies in popular culture and the news media. By the end of this course, you will be able to engage and analyze the major debates around women, sex, and gender in Islam; and theorize the functions of power on all levels of human life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 318

Instructor: TBA, Staff

Instructor Permission Required: No

GSS 321 Representations of Gender, Labor, and Craft in the Mediterranean

The history of the modern Mediterranean has often been described as a history of fragmentation, fueled by nation-building and divided by the forces of colonialism. This course will approach this history through the architecture of transcultural studies, examining narratives of twentieth-century migration. It will explore how material culture visualizes intersections of gender, imperial hegemony, and systems of labor, seeking to expand our understanding of work, homeland, and womanhood. Through object-based research, museum visits, and digital humanities projects, students question what role does "women's work" play in histories of migration, cross-pollination, and connectivity? How do gendered representations of labor (paid and unpaid) or craft codify differences even inflicting segregation around the Mediterranean after 1900? This class illuminates an understudied and marginalized group – the female migrant - as an active agent in regional and trans-regional art history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (AVC: History and Criticism)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 321

Instructor: Nolan, Erin

Instructor Permission Required: No

GSPL 323D Feminist Epistemology

In this course, students read feminist accounts and critiques of how we know what we know as well as how and what we value, and why. Students consider questions such as: Is rationality gendered? Are conceptions of philosophy "masculine"? What role do "subjects" play in knowledge production? What epistemic role does ignorance play in knowing and unknowing? What role does epistemic responsibility play in being justified?

What is epistemic injustice and how can such injustice be addressed? Prerequisite(s): two courses in philosophy; or two courses in gender and sexuality studies; or one course in philosophy and one course in gender and sexuality studies. Recommended background: PHIL 236 and GS/PL 262.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

GSS 325 Black Feminist Literary Theory and Practice

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afro-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 325, ENG 325

Instructor: Houchins, Sue

Instructor Permission Required: No

GSS 340 Work, Policy, and Social Inclusion

This seminar explores debates in the research and policy literature on poverty and intersecting inequalities, particularly in the United States. Topics include policy related to housing, health, education, and food access; care work; and the integration of work and family. These topics are addressed with attention to social inclusion and exclusion on the basis of systemic inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to poverty policy. Prerequisites: INDS/AFR/AMST/GSS 250 or SOC 205 or SOC 250 or GSS/SOC 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C037, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): SOC 340

Instructor: Kane, Emily

Instructor Permission Required: No

GSS 343 Women, Culture, and Health

This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): one 200-level psychology course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C062

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 343

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

GSHS 344 Gendering Social Awareness in Contemporary Spain

In this course, students use gender as the main category of analysis, paying particular attention to its interconnectedness with power. Carefully examining texts written by women in contemporary Spain, students explore the deliberate use of gender as a lens through which to understand different forms of domination-economic, political, and social. Taught in Spanish. Prerequisite(s): one 200-level Hispanic studies course above HISP 211. Recommended background: HISP 231. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C018, C024

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Lopez, Francisca

Instructor Permission Required: Yes

GSS 345 Trans Studies in the Politics of Visibility

Many people have welcomed the increased visibility of trans and/or gender-nonconforming people as a sign of progress. Yet who is visible, what constitutes visibility, and whom do particular visibilities benefit? This course uses a trans studies framework to consider both the products and the politics of visibility. Topics include the representation of queer gender and trans and/or gender-nonconforming people in contemporary visual culture; critiques of visibility in relation to state surveillance and white supremacy; and the interconnected roles of norms regarding race, sexuality, ethnicity, class, and ability in perceptions and practices of gender normativity and transgression. Recommended background: at least one course with substantial work in gender, queer, or trans studies or the study of visual culture.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C009

Department/Program Attribute(s): (AVC: History and Criticism)(Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AVC 345
Instructor: Rand, Erica
Instructor Permission Required: No

GSSO 346 Knowledge, Action, and Social Change

This seminar explores the politics of knowledge and the potential role of research in advancing social justice and social change. Students consider competing perspectives on the public relevance of academic research, including debates within sociology and feminist studies. With those debates as context, students conduct publicly-engaged work through community-based research projects on issues related to social inequality. Prerequisite(s): INDS 250 or SOC 205.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): C008, C062, C091
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Kane, Emily
Instructor Permission Required: No

GSS 353 Critical Theory/Critical Acts

Critical theory is about the unraveling of streams of repressive discourses and hierarchies in our contemporary world, and it has been artists who have fostered ruptures and fissures in everyday life. This seminar ponders the concept of "cultural worker" and laments the domain of theory by exploring the intersections between critical theory, art, and cultural and queer politics. Students engage in the ruptures, the fragments of knowledge, and the making sense of the residue of "social change" while not forgetting the problematization of the aesthetic. They consider U.S.-based interdisciplinary artists such as Fusco, Ana Mediata, Tania Bruguera, David Hammon, Vanessa German, Pope.L, and Dianne Smith, and Jelili Atiku with critical theorists such as Fanon, hooks, Foucault, Mbembe, Muñoz, Moten, Hartman, and Benjamin. This seminar is based on close readings of theoretical texts and connecting those texts with contemporary cultural politics.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C009, C083
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AMST 353
Instructor: Beasley, Myron
Instructor Permission Required: No

GSS 363 Women and the Women's Movement in Africa

The depiction of Africa in Western media is often negative, dealing mostly with civil conflicts, epidemics, lack of resources, and human rights abuses. While these certainly remain a reality, they provide a limited perspective. This course strays away from such preconceptions and examines issues surrounding women in Africa, including political participation, conflict, women's rights, and civil society. Students having taken courses in international relations, politics, and gender and sexuality studies may have an easier time

understanding the theoretical framework, but such courses are not required. Prerequisite(s): one 100-level politics course. Recommended background: GSS 155, INDS 100, PLTC 122, 155, or 171.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 363

Instructor: Lim, Seulgie

Instructor Permission Required: No

GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine

This course studies the colonial, postcolonial, and immigrant experience of North Africans as portrayed in Francophone literature. Readings include narratives and journals from the beginning of the colonial period in Algeria (1830), as well as the contemporary novels and discourse of feminists such as Assia Djebar, Malika Mokeddem, and Leïla Sebbar. Gender is highlighted as a category of analysis. Prerequisite(s): FRE 240, 250, or 251.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C032, C034, C037, C041, C059, C060, C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): FRE 377

Instructor: Read, Kirk

Instructor Permission Required: No

GSS 391M Rhetorics of the Body: Intersections of Identity, Power, and Culture

Bodies are profoundly rhetorical: they compel audiences to act, think, and be in the world differently. Rhetoric is also profoundly embodied: rhetorical messages are articulated through bodies that exist at the intersection of various dynamics of identity and power. As both vehicles and artifacts of rhetoric, bodies hold the power to reveal, maintain, and disrupt the underlying beliefs, norms, and values of a given culture. This course explores the relationship between the body and rhetoric, including how bodies communicate rhetorical messages as well as how broader discourses enable, constrain, and define bodies in particular ways. Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): RFSS 391M

Instructor: Otis, Hailey

Instructor Permission Required: Yes

ENGS 395D Gender and Species

Grappling with gender and species at once, this course considers two concepts that have enforced binary thinking about what defines and divides human life. Reaching back to medieval and early modern literature, students examine representations that push against received formulations of man/woman and human/animal. How have categories of gender and species reinforced one another in figurations of living bodies and their experiences? Can we liberate our reading from either of these binaries? What are the promises of such a liberation? Readings include theoretical interventions from animal studies, posthumanism, queer and transgender theory, and ecofeminism. Prerequisite(s): one 100-level English course.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Pre-1800)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wright, Myra

Instructor Permission Required: Yes

GSSO 395I Work, Family, and Social Inclusion

This seminar explores debates in the research and policy literatures on work, family, and social inequality, particularly in the United States. Topics include family policy, poverty, reproduction, partnerships, parenting, and the integration of work and family. All of these topics are addressed with attention to social inclusion and exclusion on the basis of intersecting social inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to work and family. Prerequisite(s): INDS 250 or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

ENGS 395Q Reading Feeling: Literature and Affect Theory

What does it mean to recognize the body as affectable? How might this recognition inform our understanding of power? How has affect contributed to the study of literature, and how might literature contribute to the study of affect? Students read literature of various genres side-by-side with the development of "affect theory." They trace the tendrils of feeling and emotion to some foundational roots in philosophy, psychology and psychoanalysis, and cognitive science, but the focus is on the affect theory that develops out of feminism, queer theory, and women of color- and queer of color-critique. Prerequisite(s): one 100-level English course. Recommended background: ENG 296.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Adkison, Katie

Instructor Permission Required: No

GSS 400A On Gender and Tyranny

The contemporary turn toward more authoritarian rule in the Global North has aroused intense popular and scholarly concern. Much of the mainstream commentary on the present tilt toward authoritarianism, however, ignores both longer histories of enslavement, captivity, and colonization, and the complex connections between shifting forms of governance and gendered relations of power and resistance. This reading-intensive seminar is designed to hone students' engagement with the intricacies of gender, sexuality, tyranny, and freedom in our times.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: Yes

GSS 400C Understanding Disease

Intensive reading seminar examining competing understandings of human disease, illness, and health. Students consider queer, trans, feminist, anti-racist, and decolonial perspectives on biomedical frameworks, and historical and contemporary movements for healing justice. Prerequisite(s): five core courses in gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: Yes

GSS 400F Gender and Material Culture

This intensive reading junior/senior seminar explores material culture and the production of gender, sexuality, race, and nation. It examines how identities, circuits of power, and value are constructed and negotiated through commodity culture and capitalism. It considers how objects like hoodies, cigarettes, and vanity license plates come to have meaning, and asks what role material culture plays in expressions of pain, pleasure, grief, and resilience. Prerequisite(s): five courses in gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Plastas, Melinda
Instructor Permission Required: Yes

GSS 457 Senior Thesis

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Majors normally register for GSS 458 in the winter semester. Majors writing an honors thesis register for both GSS 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GSS 458 Senior Thesis

The research and writing of an extended essay or report, or the completion of a creative project, under the supervision of a faculty member. Majors normally register for GSS 458 in the winter semester. Majors writing an honors thesis register for both GSS 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GSS S13 Infrastructures

Popular representations of digital technologies often present them as somehow independent of material constraints—as inherently clean, "green," and ethereal as a cloud. Those images belie the realities of the information economy's myriad environmental impacts, from resource depletion to water pollution to massive energy consumption. This course, an introduction to the history and politics of infrastructure, directs attention to relationships between human and nonhuman nature, using everyday personal computing as a point of departure. Throughout, students engage with activists, regulators, and maintainers working toward justice and sustainability in the digital age.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): ENVR S13
Instructor: Herzig, Rebecca
Instructor Permission Required: No

GSS S15 Queer and Trans Reproductive Justice

This course engages the conceptual framework of reproductive justice, as defined by Black feminists, and its principles: the right to parent, the right not to parent, the right to parent in healthy and safe communities, and the right to bodily sovereignty, which includes the right to sexual autonomy and gender self-determination. Students in this course investigate notable convergences between reproductive justice movements and a range of queer and trans rights movements to mark the makings of dynamic coalitions. Topics also include the origins and evolutions of reproductive justice, queer and transgender history in the United States, LGBTQ+ family formation, reproductive healthcare, and trans fertility. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Recommended background: one course on the study of gender, sexuality, queer studies, and/or trans studies. Prerequisite(s): GSS100, GSS201, OR AFR201.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AFR S15
Instructor: Ellasante, Ian-Khara
Instructor Permission Required: No

GSS S18 Wilde Times: Scandal, Celebrity, and the Law

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009, C013, C024
Department/Program Attribute(s): (History: European)(History: Modern)
Class Restriction: None
Cross-listed Course(s): EUS S18
Instructor: Shaw, Caroline
Instructor Permission Required: No

CMGS S20 Female Violence in Greek Tragedy and Beyond

Women kill in Greek tragedy, and mostly they kill children. This course examines why, by exploring two tragedies by Euripides-Medea and Hecuba-in which the titular heroine, a non-Greek woman, kills young boys. Students read about infanticide, motherhood, enslavement, orphans, and immigration in ancient Greece in order to understand the historical context of these plays. Students also read comparative material in historical studies, anthropological studies, literary studies, gender and sexuality studies, and psychoanalytic literature in order to address Medea's and Hecuba's actions.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Maurizio, Lisa

Instructor Permission Required: No

GSS S21 Perspectives in Feminist Horror Studies

This course develops students' analytical skills and ability to think critically about the intersections of race, gender, sexuality, class, and bodily ability through representational politics of film, televisual, and digital media within the genre of "horror." Considering racial tropes, gendered violence, spectatorship and audience, and the role of gore and monstrosity, the course asks students to interpret and produce feminist media analysis. Recommended background: GSS 100.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GSS S23 Black Masculinities: Masculinity in Twentieth Century Black America

With the rise of Donald Trump and the #MeToo Movement debates about hyper, toxic, and positive masculinity dominated American media. Fights over the role of men and manhood in an evolving American community have created what some are calling a "crisis of masculinity." For African Americans debates over Black men's masculinity and the "dangers" it presents have been central to the American discourse since the era of enslavement but became more complex and complicated during the Twentieth Century. In this course students will explore the development of Black masculinity during the 1900s. They will examine how the larger society framed Black manhood and the ways Black men negotiated those definitions. Furthermore, the class will seek to understand how Black men framed their own masculinity through discussions of class, sexuality, the evolving role of the Black man within the Black family.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): AFR S22, HIST S22
Instructor: TBA, Staff
Instructor Permission Required: No

GSS S31 Smoke Screens: Tobacco, Smoking, and Visual Culture

This course introduces students to the political, social, and cultural history of representations of smoking and the tobacco industry in television series, films, and music videos. Students consider how gender, race, class, and sexuality shape and are shaped by these visual narratives. Prerequisite: one GSS course.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Plastas, Melinda
Instructor Permission Required: Yes

GSS S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GSS S51C Active and Inclusive Pedagogy in Interdisciplinary Studies of Science

Participants in this Short Term Innovative Pedagogy course complete a methodical review and revision of the interdisciplinary survey course, Blood, Genes, and American Culture, focused on the further incorporation of 1) active and inclusive pedagogies and 2) antiracist and decolonial content. Only open to juniors and seniors. Prerequisite(s): INDS 267.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None

Instructor: Herzig, Rebecca

Instructor Permission Required: Yes

GSS S51D Healing Justice Pedagogy in Gender and Sexuality Studies

In this Short Term Innovative Pedagogy course students explore the field of healing justice pedagogy and consider how these pedagogies and principles could be integrated into a (re)designed Gender and Material Culture GSS 400 course. Students review how to best integrate the visual arts, short stories, and community-engaged learning in the course material.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: Yes

German and Russian Studies

Associate Professors Cernahoschi (chair) and Kazecki; Visiting Lecturers Filipovic and Stephenson.

Contemporary central and eastern Europe consists of heterogeneous societies with contested cultural traditions. Offerings in the Department of German and Russian Studies investigate important interconnections among history, society, culture, and language in the region. The curricula in German and Russian explore societies challenged and invigorated by change and stress the importance of attaining fluency not only in the language but also in the nuances of cultural understanding.

The department offers a German major, a German minor, and a Russian minor. The department also contributes to the interdisciplinary European Studies Major.

Entering students are assigned to the appropriate level in language courses according to the following criteria: their performance on the SAT II or Advanced Placement Test of the College Entrance Examination Board taken in high school, relative proficiency based on length of previous study, and/or after consultation with an appropriate member of the department.

Incoming students with previous knowledge of German should complete the [German Language Placement Questionnaire](#) to determine the appropriate German course to take.

Incoming students with previous knowledge of Russian should complete the [Russian Language Placement Questionnaire](#) to determine the appropriate Russian course to take.

More information is available on the [German and Russian Studies department website](#).

German Major Requirements

The major consists of ten courses in the German program. Required are: GER 233, at least one 300-level seminar, and a capstone experience. German majors must take a course in German both semesters of their senior year.

Students starting the major with GER 101 typically take the sequence GER 101, GER 102, GER 201, GER 202, and GER 233, before taking upper-level seminars. Students who have started their major with GER 101 and are studying abroad in a German-speaking country during the fall of their junior year may substitute an appropriate course taken abroad for GER 233.

Courses on German and European history and culture taught by the faculty in the German program, as well as courses relevant to German studies offered in other departments or programs may be counted toward the major with the approval of the faculty advisor.

1. Base
Complete the following course:
 - GER 233 Advanced German: Reading, Writing, Analysis
2. 300-Level Seminar
Complete at least one German 300-Level seminar.

3. Capstone Experience

Complete one of the following:

a. German Thesis

Complete at least one course from the following:

- GER 457 Senior Thesis
- GER 458 Senior Thesis

b. Comprehensive Exam

The comprehensive exam is an alternative option to the thesis for German majors who are also majoring in another subject. Students opting for the comprehensive exam option must write a thesis in another department or program. Students who elect to take the exam must enroll in an additional German course at the 200 or 300 level instead of signing up for GER 457 or GER 458 (Thesis). This additional course fulfills the last of the 10 credits in German studies needed to complete the German major.

Typical Course Sequence

Students starting the major with GER101 typically take the sequence GER 101, GER 102, GER 201, GER 202, GER 233, before taking upper-level seminars. Students who have started their major with GER 101 and are studying abroad in a German-speaking country during the fall of their junior year may substitute an appropriate course taken abroad for GER 233.

Courses Taken Outside of Bates

Advanced Placement Credit:

Upon the approval of the chair, students who achieve a score of five on an Advanced Placement examination may be granted two course credits toward the major; students who achieve a score of four may apply one course credit toward the major.

Study Abroad:

German majors are strongly encouraged to deepen their engagement with German language and culture through the experience of studying in a German-speaking country. The completion of four College-level German courses is typically required before commencing a study-abroad program in Germany and Austria.

Majors may count a maximum of three credits for one semester of study and five credits for two semesters of study in a recognized program toward the completion of the major.

Students are encouraged to speak with their faculty advisor regarding course offerings before going abroad, otherwise credit toward the major is not guaranteed.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the major but may not be elected for 300-level courses.

German Minor Requirements

A minor requires a minimum of seven courses in German studies. At least one of the seven courses must involve the study of literature or culture, taught either in German or English, but only one class in translation may be counted toward the minor.

Courses Taken Outside of Bates

Advanced Placement Credit:

Advanced Placement courses may not be applied toward the German minor.

Study Abroad:

German minors are strongly encouraged to deepen their engagement with German language and culture through the experience of studying in a German-speaking country. The completion of four College-level German courses is typically required before commencing a study-abroad program in Germany and Austria.

Minors may count a maximum of two credits for one semester of study and three credits for two semesters of study in a recognized program toward the completion of the minor.

Students are encouraged to speak with their faculty advisor regarding course offerings before going abroad, otherwise credit toward the minor is not guaranteed.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the minor but may not be elected for 300-level courses.

Russian Minor Requirements

A minor requires a minimum of seven courses in Russian area studies. At least four of the seven courses must be taught in Russian, while up to three courses on Russian history and culture may be taken in translation.

Courses Taken Outside of Bates

Russian minors are strongly encouraged to deepen their engagement with Russian language and culture through the experience of studying abroad. The completion of four College-level Russian courses is typically required before commencing a study-abroad program.

Minors may count a maximum of two credits for one semester of study and three credits for two semesters of study in a recognized program toward the completion of the minor.

Students are encouraged to speak with their faculty advisor regarding course offerings before going abroad, otherwise credit toward the minor is not guaranteed.

Pass/Fail Policy

Pass/fail grading may be elected for RUSS 101, 102, 201, 202, 301, and 302.

Course Offerings

GER 101 Introduction to German Language and Culture I

This course, part of a yearlong sequence, introduces students to the German language and its cultural contexts. By emphasizing communicative skills, students learn to speak, build vocabulary, and develop their listening comprehension, reading, and writing skills. GER 101 is only offered in the fall semester. GER 101 is not open to students who have had two or more years of German in secondary school.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 102 Introduction to German Language and Culture II

This course, a continuation of GER 101, introduces students to the German language and its cultural contexts. By emphasizing communicative skills, students further develop their speaking, listening comprehension, reading, and writing skills. GER 102 is only offered in the winter semester. GER 102 is not open to students who have had two or more years of German in secondary school. Conducted in German. Prerequisite(s): GER 101.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 201 Intermediate German Language and Culture I

Offered in the fall, this course is a continuation of GER 101-102. Students further expand their skills through sustained interactive practice in reading, writing, listening and speaking, as well as their cultural knowledge about the German-speaking countries through wide-ranging, authentic material. Open to first-year students who enter with at least two years of German. Prerequisite(s): GER 102.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 202 Intermediate German Language and Culture II

This course, offered in the winter semester, is a continuation of GER 201. Students further expand their skills through sustained interactive practice in reading, writing, listening and speaking, as well as their cultural knowledge about the German-speaking countries through wide-ranging, authentic material. Open to first-year students who enter with at least two years of German. Prerequisite(s): GER 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 220 Remembering War: The Great War, Memory, and Remembrance in Europe

The course focuses on ways in which the experience of the First World War changed established narratives of violence and armed conflict in central Europe. It investigates how the new narratives became sites of memory, mourning, and remembrance in the twentieth and twenty-first centuries drawing on examples from Germany, Poland, Czechoslovakia, and Hungary. Conducted in English.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C024, C064

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 220

Instructor: Kazecki, Jakub

Instructor Permission Required: No

GER 233 Advanced German Language and Introduction to German Studies

A topical course offered in the fall semester and designed to develop linguistic and cultural competency at the advanced level, as well as to introduce students to some of the analytical and interpretative strategies necessary to engage and decode cultural productions originating in the German-speaking world. The course focuses on analysis and critical thinking applied to a variety of written and audiovisual media. Prerequisite(s): GER 202.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 245 Adaptation

The reinvention of cultural products for new contexts has often been compared to the adaptation of living organisms to new environments. A novel may be rewritten as a graphic novel or a film, a film remade in a different setting and for a different audience, a biography recast as an opera or a ballet, a text reimagined as a game or a theme park. The course considers both the features that change with adaptation and the conditions under which adaptations occur, paying attention to the dimensions of power and privilege in who gets to tell (sell?) the story, how, and to whom. Prerequisite(s): GER 233.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GER 247 Technology and Its Discontents: The History, Philosophy, and Critiques of Scientific Innovation

This course asks big questions about the role of technology in our lives, in our society, and in our thoughts. Students consider a wide range of philosophical and literary perspectives on the things human beings invent, and use these artifacts as a window on human nature. At the same time, they reckon with the moral ambiguity of technology, studying instances of how progress becomes a new form of exploitation and destruction. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hamilton, Andrew

Instructor Permission Required: No

GER 252 Tracing the Autobiographical: Personal Narratives in German Literature

The course focuses on autobiographical writings in German literature. Students consider questions about the self-presentation of the authors as narrators of their own stories, the relationship between disclosure and literary invention, and the contested area between truth and fiction in autobiographical forms. They investigate how "life-writing" and "self-writing" can be a literary genre that presents issues such as identity, belonging and Otherness, memory, and trauma. Prerequisite(s): GER 233.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 253 Contemporary German Cultures

This project-based course engages students in current issues in the German-speaking countries. The issues may include difficult debates surrounding pluriculturalism, racism, and the legacies of imperialism and authoritarianism, as well as popular culture, such as music, film, or children's books. Students work in groups to define current trends and place them in a historical context. Prerequisite(s): GER 233.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kazecki, Jakub

Instructor Permission Required: No

GER 256 The Age of Materialism, 1830-1899

The nineteenth century saw the profound transformation of Germany and Austria at all levels of society. The Napoleonic Wars, the failed revolutions of 1848, the ascent of Prussia and the divisions within the Austro-Hungarian Monarchy, the crumbling of feudalism and the emergence of nationalism, scientific advances, and industrialization contributed to the rethinking of political, economic, and social roles, the relationship between the human and the natural worlds, and the nature of reality itself. The course focuses on the investigation of the materiality of the human condition through selected literary, artistic, journalistic, and other texts of the period. Prerequisite(s): GER 233.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C071

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

GER 262 The Split Screen: Reconstructing National Identities in West and East German Cinema

This course investigates selected works of West and East German cinematic production after 1945. Students engage a broad range of topics and issues that define the popular view of Germany and its culture today. They discuss Germany's Nazi past, the postwar division of the country and its reunification in 1990, the legacies of the 1968 generation, and the role of minorities in contemporary Germany. The course also provides students with basic tools of film analysis, which are used in the discussion of cinematic art and in the analysis of the specific aesthetic qualities of a film. Conducted in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C024, C064, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kazecki, Jakub

Instructor Permission Required: No

GER 341 Landscapes and Cityscapes in German Media

This course examines the construction of space in a variety of historical and contemporary German media, answering questions such as: What landscapes and cityscapes contribute to a German identity and how? How do geographical location, cultural particularity, and historical context contribute to (sometimes contested) discourses on these spaces? How is the construction of these spaces impacted by the historical diversity of cultures in Central Europe, as well as by modern migration to the area? And how have German speakers conceptualized and colonized "other" spaces in Europe, Asia, Africa, and the Americas? Conducted in German. Prerequisite(s): GER 233 and one other 200-level course in German

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 350 Margins and Migrations

What is German literature? The course examines this question through the lens of writers who are difficult to incorporate into a national narrative. The first part of the course focuses on literatures produced on the margins of the German and Austrian empires in the nineteenth and twentieth centuries, while the second part studies the effects of postwar labor migrations and globalization on contemporary German, Austrian, and Swiss literatures. Conducted in German. Prerequisite(s): GER 233 and another 200-level course in German.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): C024, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca; Kazecki, Jakub

Instructor Permission Required: No

GER 358 Literature and Film of the German Democratic Republic

This course explores the ways in which literature and film reflect and refract the social and political experiments of the GDR. Topics include the doctrine of Socialist Realism and its (mis)applications, coming to terms with the past, the emergence and problematization of new gender models, youth culture and generational tensions, the role of the individual in socialist society, censorship and artistic experimentation, conformity and resistance, popular culture and the artistic underground, and industrialization and environmental concerns. Attention is given to the sociohistorical contexts of the examined works and the

means and ends of literary and cinematic creations of (alternate) realities. Prerequisite(s): GER 233 and another 200-level course in German.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C024, C071

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

GER 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GER 457 Senior Thesis

A capstone project, which may take the form of a written research paper, community-engaged project, translation project, or digital portfolio, designed in consultation with the faculty advisor. Students register for German 457 in the fall semester. Majors writing an honors thesis register for both German 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

GER 458 Senior Thesis

A capstone project, which may take the form of a written research paper, community-engaged project, translation project, or digital portfolio, designed in consultation with the faculty advisor. Students register for German 458 in the winter semester. Majors writing an honors thesis register for both German 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

GER S26 The Split Screen: Reconstructing National Identities in West and East German Cinema

This course investigates selected films from West and East German after 1945. Students engage a broad range of topics and issues that define the popular view of Germany and its cultures today. They discuss Germany's Nazi past, the postwar division of the country and its reunification in 1990, the legacies of the 1968 generation, and diversity in contemporary Germany. The course also provides students with basic tools of film analysis, which are used in the discussion of cinematic art and in the analysis of the specific aesthetic qualities of a film. Conducted in English.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C017, C019, C024, C064
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): EUS S26
Instructor: Kazecki, Jakub
Instructor Permission Required: No

GER S27 German Beer: Art, Science, History and Theory of a German Tradition

This course is devoted to the study of Braukunst, the art of brewing, from its earliest origins in Mesopotamia to the most modern mass production. Students examine the production and consumption of beer from cultural, chemical, historical, and economic points of view, considering beer as an agricultural product, a consumer good, a culinary staple, and a cultural artifact. The emphasis is on the German and central European traditions. The practical component of the course include designing and brewing beer, and touring a Maine microbrewery and hops farm. Conducted in English. Students with background in German will have the option to complete selected readings in German. Only open to juniors and seniors.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: Hamilton, Andrew
Instructor Permission Required: No

RUSS 101 Elementary Russian I

This course, offered in the fall semester as part of a yearlong sequence, introduces students to Russian language and culture with an emphasis on listening, speaking, reading, and writing. Students also engage

with culture and everyday life in modern Russia through a variety of authentic texts including music, film, and television. Conducted in Russian.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

RUSS 102 Elementary Russian II

This course, offered in the winter semester, is a continuation of RUSS 101 with an emphasis on acquiring all four language competencies. The course continues to foster building basic fluency and ability to read simplified passages in Russian. Students continue their immersion in Russian culture through authentic materials including music, animation, film, and social media. Conducted in Russian.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

EURU 111 Protestors, Punks, and Pioneers: Youth in Eastern Europe

This course examines the role of youth and student culture in shaping East European societies in the twentieth and twenty-first centuries. Course materials including film, literature, journalism, and music provide an introduction to East European cultural and social history and encourage students to explore themes of identity, activism, expression, and community. As students move from considering the role of youth in the Russian Revolution to contemporary student protests in support of human rights, class discussions bring new perspectives to the ways young people both navigate and foster change in the times and spaces they occupy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

RUSS 112 Gangsters and Gulags: Crime in Russia and Eastern Europe

This course explores the history and shifting contexts of crime and punishment in Russia and Eastern Europe from the nineteenth century to the present. Central questions for the course include how crimes against the

state, against property, and against individuals differ; how gender, religious, and ethnic identities impact ideas about criminality; and how legality and morality are related. As students explore literary texts, first-person narratives, films, and other media depicting crime and criminals, they discuss what kinds of norms and values are reinforced or undermined by ideas and actions surrounding crime.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 112

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

RUSS 201 Intermediate Russian I

This course, offered in the fall semester, is a continuation of Elementary Russian, with an emphasis on fostering all four language competencies. Students focus on more detailed study of grammatical issues; vocabulary building and intermediate fluency; reading more complicated, unedited Russian prose texts; and engaging in composing extended forms of written discourse. Students are immersed in contemporary Russian culture through a variety of authentic materials including music, animation, film, art, social media, and press. Conducted in Russian. Prerequisite(s): RUSS 102.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

RUSS 202 Intermediate Russian II

This course, offered in the winter semester, is a continuation of RUSS 201 and completes students' introduction to the structure of the Russian language. Emphasis is placed on students' written and verbal communication skills with a focus on expressing opinions and perspectives. This course culminates in a student-written and -produced film synthesizing the language and cultural awareness students build in their first two years of Russian studies. Conducted in Russian. Prerequisite(s): RUSS 201.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

RUSS 216 Nature in the Cultures of Russia

This course explores the connections among environment, culture, and identity in the Eurasian landmass that has been home to Russians, Siberians, and Central Asians. After a brief consideration of the ways in which Russian identities have been grounded in deeply conservative understandings of land and peasantry, students consider alternative and revisionist versions that draw on "nature" to explore gender, sexuality, and ethnicity, often in direct opposition to the state. Conducted in English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C024, C067, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 216, EUS 216

Instructor: TBA, Staff

Instructor Permission Required: No

RUSS 247 Contemporary Russia on Film

The course engages students with contemporary Russia through cinema and discusses a European culture that is, at the same time, non-Western in its political make up. Topics discussed include the colonial center and its contemporary political and cultural ambitions, imperial periphery and Russia's "quiet others," the Russian Idea in New Auteurism, Putin's blockbusters, Russia's alterities (minorities, sexualities, taboo Russia), Global Russia (the United States, Europe, Russia, and Ukraine).

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS 247

Instructor: Filipovic, Marina

Instructor Permission Required: No

RUSS 301 Advanced Russian I

This course, normally offered in the fall semester, focuses on advancing students' fluency in Russian in all four competencies. Students are exposed to a variety of unedited materials and registers and work closely with contemporary Russian culture. Emphasis is placed on engaging students in advanced language production and their critical analysis of major Russian cultural figures, trends, media, and politics. Conducted in Russian. This course may be repeated once for credit with permission of the instructor. Prerequisite(s): RUSS 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

RUSS 302 Advanced Russian II

This course, normally offered in the winter semester, is a continuation of RUSS 301, in which students read and discuss texts in a variety of styles from literature to journalism. Students write a number of short papers ranging from opinion pieces to literary parodies. Conducted in Russian. This course may be repeated once for credit with permission of the instructor. Prerequisite(s): RUSS 202.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina; Stephenson, Cheryl

Instructor Permission Required: No

EURU 313 Hard and Soft Socialism: Literatures, Films, and Cultures of the USSR and Socialist Yugoslavia

Was socialism and socialist art a uniform phenomenon across the USSR and Eastern Europe? The course focuses on the development of socialist cultures in the USSR and Yugoslavia following the Tito-Stalin split in 1948. While the USSR claimed the monopoly on Marxism, Yugoslavia constructed its image as an unorthodox communist country that eradicated the ideological and aesthetic impurities of Stalinism and introduced a more democratic, "West-friendly" socialism. The course also examines changing concepts of gender, sex, and dissident cultures, via texts and films produced on the eve of socialism's collapse in the early 1990s.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Filipovic, Marina

Instructor Permission Required: No

RUSS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

RUSS 401 Contemporary Russian I

The course is designed to perfect students' ability to understand and speak contemporary, idiomatic Russian. Included are readings from Chekhov, Vysotsky, Okudzhava, Galich. Students also view selected documentary and theatrical performances. Conducted in Russian. Prerequisite(s): Russian 301 or 302. Maybe be repeated with permission of instructor.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024, C069

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Browne, Dennis

Instructor Permission Required: No

RUSS S27 From Baba Yaga to Putin: Myths and Legends in Russian Culture

The course analyzes many aspects of Russian folk and popular culture from pre-Christian to post-Soviet Russia and how folklore continues to influence contemporary Russian culture. The first part of the course concentrates on Russian folk belief as expressed through oral lore, visual arts, and music. The second part of the course focuses on the myth and folktale in the Soviet Union. The course concludes with the uses of folklore in Putin's Russia and the interaction between the forms of traditional folklore and modern popular culture.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Filipovic, Marina

Instructor Permission Required: No

Hispanic Studies

Professors Fra-Molinero and López; Associate Professors Aburto Guzmán and Pridgeon; Senior Lecturer George (chair)

Spanish is a cross-national and global language. It is the second language of the United States, and the first language of over 400 million people in Latin America, Europe, and Africa. It is a vehicle for myriad cultural expressions that find audiences far beyond its traditional trans-Atlantic axis to Asia and the Pacific, and it has given voice to struggles for social justice that have echoed around the world.

The Department of Hispanic Studies responds to the cultural richness and diversity of the people who speak Spanish as well as to the obligations and opportunities of a globalized world through a threefold mission:

1. the department enables students to acquire a strong and useful proficiency in Spanish that allows them to navigate cultural spaces in which over 400 million people interact worldwide;
2. the department fosters the development of interpretative skills and contextual knowledge to engage critically a broad range of cultural productions originating in the Spanish-speaking world;
3. the department contributes to the study of the humanities through a curriculum of courses taught in Spanish that includes studies of Latin American, Spanish, and U.S. Latinx literature, media, and visual arts, covering an array of historical periods and informed by diverse and varied theoretical approaches.

More information is available on the [Hispanic Studies department website](#).

Major Requirements

1. Core

Complete the following courses:

- HISP 205 Advanced Spanish
- HISP 210 Writing Spanish
- HISP 211 Introduction to Literary and Cultural Analysis

Advanced Spanish may be waived for heritage speakers or for students who have completed part of their secondary education in a Spanish-speaking country.

2. 200-Level Electives

Complete at least four 200-level elective courses, which may include a combination of the following:

- a. 200-level courses above HISP 211
- b. One Short Term course offered by the Hispanic studies department
- c. Courses taken in an approved off-campus study program in a Spanish-speaking country (per study abroad guidelines)

3. 300-Level Seminars

Complete at least three 300-level Hispanic Studies courses.

Three 300-level courses on cultural productions of the Spanish-speaking world, taken on campus and taught by Hispanic studies faculty; these may include courses taught in Spanish or English and cross-listed in Hispanic studies and other departments or interdisciplinary programs (e.g., Africana, Asian studies, American studies, European studies, gender and sexuality studies, Latin American and Latinx studies); the

required 200-level courses should be completed prior to taking these courses. Students studying off-campus for two semesters in a Spanish-speaking country need only complete two 300-level courses.

4. Capstone Project

Complete at least one course from the following:

- HISP 457 Senior Thesis
- HISP 458 Senior Thesis

A capstone project, thesis, or portfolio that demonstrates proficiency in Spanish and competency in the humanities' approach to textual analysis. This may be a literary or cultural analysis of a topic related to the Spanish-speaking world, a creative project, a translation, or a digital portfolio. Thesis writers register for HISP 457 in the fall, HISP 458 in the winter; or HISP 457 and 458 if completing an honors thesis.

Courses Taken Outside of Bates

Majors and minors are encouraged to gain proficiency in the language through the experience of studying in a Spanish-speaking country. For the major a maximum of three credits is normally recognized for one semester, and five credits for two semesters of study in an approved program. For a minor the maximum number is two credits for one semester and three credits for two semesters. Students are encouraged to speak with their major advisor regarding course offerings before going abroad, otherwise credit toward the major or minor is not guaranteed. Courses taken at other institutions in languages other than Spanish are not given credit by the department.

Short Term Courses

One Short Term course offered by the Hispanic Studies department applies to four electives required for major.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the major but may not be elected for the required 300-level courses.

Other Considerations

Only one course from the Latin American and Latinx Studies major may be applied toward the Hispanic Studies major.

Minor Requirements

Students beginning with the Class of 2024, minor in Hispanic studies. Students in the classes of 2022 and 2023 minor in Spanish. Both minors require a minimum of seven courses in Hispanic studies above HISP 103. At least one of the seven courses must be a 300-level course offered by Bates faculty on campus; this may be a course taught in Spanish or a cross-listed course taught in English.

Courses Taken Outside of Bates

Advanced Placement courses may not be counted toward the minor. Courses taken at other institutions in languages other than Spanish are not given credit by the department. Majors and minors are encouraged to gain proficiency in the language through the experience of studying in a Spanish-speaking country. For a minor the maximum number is two credits for one semester and three credits for two semesters. Students are encouraged to speak with their major advisor regarding course offerings before going abroad, otherwise credit toward the major or minor is not guaranteed.

Short Term Courses

One Short Term course offered by the Hispanic Studies department may be counted toward the minor.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the minor but may not be elected for the required 300-level course requirement.

Course Offerings

HISP 101 Elementary Spanish I

Emphasis is placed on oral proficiency with pronunciation exercises and conversational practice and the development of reading and writing skills. The course includes drills in the essential constructions and basic vocabulary of Spanish, complemented by short films and cultural presentations. Not open to students with two or more years of Spanish in secondary school. Open only to first-years and sophomores.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 102 Elementary Spanish II

Emphasis is placed on oral proficiency with pronunciation exercises and conversational practice and the development of reading and writing skills. This course involves drills in the essential constructions and basic vocabulary of Spanish, complemented by short films and cultural presentations. Not open to students with two or more years of Spanish in secondary school. Open only to first-years and sophomores.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 103 Elementary Spanish

Designed for students with minimal experience in Spanish or another Romance language and for highly self-motivated students who wish to begin Spanish, the course introduces essential constructions and vocabulary. The course emphasizes oral proficiency and the development of reading and writing skills while fostering a cross-cultural understanding of the Spanish-speaking world with authentic texts and media. Not open to juniors or seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Juniors, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 201 Intermediate Spanish I

Designed to increase students' vocabulary and improve foundational skills in speaking, listening, reading, and writing. The course provides a thorough review of grammar acquired at the elementary level and expands that knowledge. The course emphasizes conversational proficiency, expository writing, and knowledge of the cultures of the Spanish-speaking world. Prerequisite(s): HISP 103 or through placement exam.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 202 Intermediate Spanish II

Intensive practice in reading, composition, and conversation, as well as attention to selected grammar problems. The course focuses on discussion through visual presentations and selections of literature, art, and culture of the Spanish-speaking world. Prerequisite(s): HISP 201 or through placement exam.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 205 Advanced Spanish

This course develops advanced skill in reading and writing as well as oral fluency and aural acuity through classroom activities and written assignments based on literary and nonliterary texts and audiovisual media. It introduces analytical and interpretative strategies necessary to engage and decode the breadth and variety of cultural productions originating in the Spanish-speaking world. Not open to students returning from off-campus study in a Spanish-speaking country. Not open to seniors. Prerequisite(s): HISP 202 or through placement exam.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 210 Writing Spanish

This course teaches skills useful for writing in upper-level courses, the senior thesis, or the senior portfolio. Students develop the ability to be flexible and versatile writers in Spanish in a variety of forms of academic writing (narrative, descriptive, expository, argumentative) and learn the importance of the writing process (drafting, revision, rewriting, editing). The course expands students' understanding of research and writing as tools for creating and communicating knowledge of the Spanish-speaking world by encouraging them to use Spanish to ask, research, and answer questions of significance and importance. Prerequisite(s): HISP 205. Not open to seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 211 Introduction to Literary and Cultural Analysis

In this course students learn the basic tools, concepts, and terminology of textual analysis. They become familiar with recent critical approaches to the study of modern Spanish and Spanish American literary and cultural work. Prerequisite(s): HISP 205 or 210. Not open to seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 222 Short Narrative in the Spanish-speaking World

This course considers the development, functions, and varieties of short narrative in the Spanish-speaking world. Students examine the thematic content of stories in light of sociohistorical contexts, and explore the evolution of the elements and language of story-telling in terms of categories of literary periodization. Not open to first years and seniors. Prerequisite(s): HISP 210.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C016, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 223 Drama and Performance in the Spanish-speaking World

This course studies twentieth- and twenty-first-century works by playwrights and performers from the Spanish-speaking world and the contexts in which they are written, produced, and staged. From avant-garde drama to political action, queer performance, live art, dance, cultural tourism, and the spectacles of the commercial theater, students explore a range of drama and performance theories and practices, and the specific ways Hispanic writers and artists use traditional and alternative spaces as venue for engaging issues of social and aesthetic concern. Prerequisite(s): HISP 205. Prerequisite(s) which may be taken concurrently: HISP 210.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lopez, Francisca

Instructor Permission Required: No

HISP 224 Protest and Justice

At different times and in different countries, many writers, filmmakers, and other artists from the Spanish-speaking world have felt compelled to create works that confront various types of social injustice. These range from the effects of imperialism to political repression, and often address issues of race, sexuality, gender, and class. In this course students analyze these "texts" within their respective social, political, and historical contexts. Prerequisites(s): HISP 210 or 211. Not open to seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C016, C032, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 226 Race and Nation in the Ibero/American World

This course examines Spanish and Latin American literatures and other cultural productions at the intersections of race, gender, and sexuality. It studies not only the delight and the dangers inherent in representations of sexuality, but also how definitions of race and gender form dominant ideas about sexual practices in the Spanish-speaking world. Students become familiar with patterns, shifts, and ruptures in discourses about these issues across different sociopolitical contexts, and apply specific theories and conceptual tools for reading and understanding the myriad complexities of Latin American and Spanish identities. Prerequisite(s): SPAN 210 or 211. Not open to seniors.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None
Instructor: Pridgeon, Stephanie
Instructor Permission Required: No

HISP 228 Screen and Media

This course examines the complex relationship between literature and screen media in terms of 1) the representative possibilities and limits each offer for the exploration and projection of relevant social, political, and cultural issues and 2) the processes, through study of different theoretical and aesthetic approaches, creators use to adapt works from one mode to the other. Through the analysis of literary and audiovisual productions from Latin America, Spain, and the United States, students engage the theoretical, technical, and practical debates among institutions, producers, and consumers that emerge in the process of transposing discourse across media forms. Not open to seniors. Prerequisite(s): HISP 210.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C016, C019, C024
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

HISP 230 Readings in Spanish American and Spanish Caribbean Literature

Students engage representative texts from Spanish American and Caribbean literatures from myths of origin in the pre-conquest period to the mid-twentieth century. The course examines the chronicles of conquest that set the tone for ongoing debates on the processes of coloniality. Through period texts, students consider debates on intellectual autonomy; regional and national identities; and the rights of indigenous people, African descendants, and women in the new nations of the nineteenth century. The course ends with an emphasis on literatures that explore divergent gendered, sexual, racial, and political viewpoints. The course is a multi-genre review that includes essay, chronicle, poetry, and testimony. Prerequisite(s): HISP 210 or 211. Not open to seniors.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C032, C072
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Seniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

HISP 231 Readings in Spanish Literature

What are the points of convergence and divergence between Spain and Europe? How has Spain articulated itself as European? How and by what motives has Spain emphasized its differences vis-à-vis Europe? In this course, students consider these questions by reading representative literary works by Spanish writers from all periods in light of the European context in which they were crafted. Students pay special attention to how broad, sweeping historical processes that stand as markers of European identity, such as wars, revolutions,

and cultural and philosophical movements, are reflected in Spanish literature. Central themes include religion and expansion, modern monarchies and the making of the "people," the invention of the nation and the ideal citizen, and postcolonial disorders. Prerequisite(s): HISP 210 or 211. Not open to seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C018

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Seniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HSL 302 Minor Subjects: Childhood and Adolescence in Latin American Film and Literature

In recent years, film and literature from across the globe have been increasingly interested in childhood experiences and perspectives. Contesting popular beliefs that childhood is an innocent and apolitical experience, Latin American film and literature have depicted the child figure both as a complex, agentic character and as a site of tension for issues of race, class, gender, and national politics. This course conceptualizes global theories on childhood studies in conversation with the historical, political, and social realities with which authors and filmmakers engage through stories of childhood experiences. Only open to juniors and seniors. Prerequisite(s): HISP 211. Recommended background: HISP 224.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Pridgeon, Stephanie

Instructor Permission Required: No

ASHS 303 Phillippine Literature in Spanish

This course interrogates the status of the Spanish language and literature written in Spanish in the Philippines from 1873 to 1945. Through the study of foundational works by the late nineteenth-century Ilustrados, it explores how Spanish came to be a vehicle for movements of resistance and rebellion against 400 years of Spain's colonial domination of the archipelago. In novels, poetry, and essays by writers of the so-called Golden Age, it examines how Spanish persisted under the U.S. colonial occupation (1898-1945) to contest the imposition of English and Anglophone culture, and to cultivate a sense of Filipino nationhood alongside literary revivals of indigenous languages such as Tagalog, Cebuano, and Chavacano. Readings include works by Pedro Paterno, José Rizal, Jesús Balmori, Adelina Gurra and María Paz Mendoza, among others. Only open to juniors and seniors. Prerequisite(s): one 200-level Hispanic studies course beyond 211. Recommended background: HISP 230 and 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None
Instructor: George, David
Instructor Permission Required: No

HISP 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism

The course explores antipatriarchy and anti-imperialist poetry written by women in twentieth- and twenty-first-century Spanish America. It grounds its exploration on historical writers such as Sor Juana Inés de la Cruz and Micaela Lastenia Larriva, who wrote against the gender paradigm brought to the Américas by the Spanish. It closely examines the work of Rosario Castellanos and Domitila Barrios Chúngara and the transition from antipatriarchy to anti-U.S. imperialism, and the presence of poetry as a weapon in defense of civil liberties. Special attention is given to contemporary poetry written by indigenous and Afro-descendant women of the Spanish-speaking Américas. Prerequisite(s): HISP 211.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C016
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): LALS 304
Instructor: Aburto Guzman, Claudia
Instructor Permission Required: No

HISP 308 Poéticas del género y la memoria

This course approaches questions of memory through the critical lens of gender in 21st-century Spanish and Spanish American film. 21st-century film in both Spain and Latin America has foregrounded social and cultural memory of historical phenomena, ranging from colonial expansion to mid-twentieth century dictatorships. Through analysis of film's representations—both literal and figurative—of grappling with personal and collective memory, students consider the ways that film reveals both existing and alternative models for how memory is constructed and contested. Prerequisite(s): HISP210.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

HISP 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes,

Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 309, LALS 309

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

HISP 317 Screening Citizenship: Jewish Latin American Film

This course considers films from throughout Latin America made by Jewish directors. Students learn the history of Latin American film production as well as terms and skills necessary for audiovisual analysis. The course examines the ways in which film is used as a vehicle to explore and represent issues of identity, belonging, immigration, and assimilation that have long characterized Jewish experiences in Latin America. Moreover, the course focuses on filmmakers' engagement with key social and political issues within their respective countries as well as on a regional or global scale. Taught in Spanish. Prerequisite(s): HISP 210 or 211. Recommended background: HISP 228.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 317

Instructor: Pridgeon, Stephanie

Instructor Permission Required: No

HSLL 319 LatinxPoetry: To Translate

The course introduces students to the growing "presence" of Latinx poetry. It acquaints students with the interdisciplinary approaches used in translation such as postcolonial, humanistic geography, linguistic anthropology, cultural and literary studies. The course addresses the racial and ethnic enunciations embedded in lyrical expression while exploring the experience of place, and the linguistic landscape being created by bi/trilingual poets. Critical thinking, transcultural dialogue, and auditive intuition are elements used in the process of translation. In addition, students document their individual processes of translation from English to Spanish in blog-style format, as well as present their work in dialogic-workshop format. Prerequisite(s): one 200-level Hispanic studies course above 211. Recommended background: HISP 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

HSLS 325 Weaving Memory and Trauma: Contemporary Spanish American Novel

The contemporary Spanish American novel that engages historical political violence does so from an intimate, textured view of memory and trauma. The memory and experience are entwined within recognizable but revised forms of fiction to accommodate voices in tension, while a cohesive plot shapes and allows for the questioning of memory placement and the articulation of trauma. Contrary to the “gran novelas” of the twentieth century, the contemporary novel textures violence by integrating voices that question ideological pronouncements of the twentieth century. Prerequisite(s): one 200-level Hispanic studies course above 211. Recommended background: HISP 230.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

HSLL 341 Lectura americana de Cervantes

A present-day reading in America of Don Quijote de La Mancha and other key texts of the Spanish and Spanish American Renaissance. This course examines themes of Islamophobia, white supremacy, conquest and empire, the slave trade, the quest for utopias, and the construction of historical narratives that shape the politics of the day. Students analyze myths and legends of the marvelous real such as the fountain of youth in Florida, the island of California, the return to the Golden Age, fabulous cities and unbelievable real ones (Mexico-Tenochtitlan, Cuzco) that are admired and destroyed, and a fake island in Louisiana called Barataria. Students consider issues that obsessed people in Cervantes' time: the expulsion of Muslims, hatred of Jews, war, gender roles and women's freedom, mental and physical disability, and changes to the environment in the form of windmills. Taught in Spanish. Prerequisite(s): one 200-level Hispanic studies course above HISP 211. Recommended background: HISP 231. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C018, C035, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

GSHS 344 Gendering Social Awareness in Contemporary Spain

In this course, students use gender as the main category of analysis, paying particular attention to its interconnectedness with power. Carefully examining texts written by women in contemporary Spain, students explore the deliberate use of gender as a lens through which to understand different forms of domination-economic, political, and social. Taught in Spanish. Prerequisite(s): one 200-level Hispanic studies course above HISP 211. Recommended background: HISP 231. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C018, C024

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Lopez, Francisca

Instructor Permission Required: Yes

HISP 347 Building Memory: Narratives of the Spanish Civil War

The Spanish Civil War is both an important historical landmark and the main theme of myriad literary and film narratives produced since the establishment of democracy in Spain. In this seminar, students consider the increasing popularity of fictional representations of this armed conflict, its political antecedent (Segunda República), and its consequence (el régimen de Francisco Franco). What is the role of these narratives? What do they say about the roots of Spanish democratic traditions? How do they negotiate conflict? What type of Spain do they propose? Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C018, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lopez, Francisca

Instructor Permission Required: No

HISP 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes background research, a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 368 Realismo

This course studies the emergence and evolution of the Realist novel in late-nineteenth-century Spain as an aesthetic response to the vast social, political and cultural changes wrought by the uneven processes of modernity. Special attention is given to how Spanish writers debated, embraced, and rejected the techniques of Realism and Naturalism cultivated elsewhere in Europe, and also how they sought to revive the Spanish

Realist tradition by looking to works by Cervantes, Velázquez, and Goya. Readings include novels and essays by authors such as Emilia Pardo Bazán, Juan Valera, Vicente Blasco Ibáñez, Benito Pérez Galdós, and Caterina Albert, which are engaged in light of issues such as gender, class, nationalism, and religion.

Prerequisite(s): one 200-level Hispanic studies course above HISP 211. Recommended background: HISP 231. Only open to juniors and seniors.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C018, C032

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: George, David

Instructor Permission Required: No

HISP 390 Afro-Latinoamérica

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): AFR 390, LALS 390

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

HISP 457 Senior Thesis

A capstone project, which may take the form of a written research paper, literary or cultural analysis, translation project, creative project, or digital portfolio, designed in consultation with the faculty advisor. Students register for HISP 457 in the fall semester. Majors writing an honors thesis register for both HISP 457 and 458. A detailed outline and bibliography must be approved by the department.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP 458 Senior Thesis

A continuation of HISP 457. Majors writing an honors thesis register for both HISP 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP S14 Science, Public Health, and Humanistic Inquiry: Travel, Medicine and the COVID-19 Pandemic in Chile

This course explores the intersection of natural scientific and humanistic inquiries in the context of Chile's public health system and its response to the COVID-19 pandemic. The state of biomedical science in Latin America is approached through the lens of travel as both a practice and metaphor for understanding encounters with other societies as a peril of infection and contagion. How scientific problem-solving produced anti-virus transmission protocols and vaccines and how interactions between travelers and host societies during a global pandemic expose conflicts of socioeconomic interests and human welfare provide the context and foundation for on-site examinations of the public health response and self-reflection in Chile. Students engage with local biomedical and public health researchers, healthcare providers, and cultural practitioners, and visit relevant cultural and historical sites to understand how scientific and humanistic modes of inquiry work in tandem. Recommended background: One course in chemistry or biology; one course in Hispanic studies or Latin American and Latinx studies.

Modes of Inquiry: [HS], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CHEM S14

Instructor: Lawson, Glen; George, David

Instructor Permission Required: Yes

HISP S31 The Spain of Pedro Almodóvar

The films of Pedro Almodóvar consistently present a Spanish society in which the local and the global interconnect in complex ways. Through a hybrid genre that incorporates elements of comedy, melodrama, and thriller, Almodóvar offers a view of Spain in which individual and collective identities are permeable and continuously shaped and reshaped by global and local influences. Almodóvar's films are the primary objects of analysis in this unit. Readings on the films' historical and cultural contexts complement students' understanding of Spain through Almodóvar's work. Recommended background: Spanish 362.

Prerequisite(s): one 200-level literature course in Spanish or Spanish 208.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HISP S51A Race and Nation in the Iberoamerican World

This course fosters a critical understanding of racial paradigms that have endured and morphed over centuries. The course is based on close readings of documents (essays, visual texts, and historical documents) that serve as the origins of racial and racialized discourse. Particular emphasis is placed on racial capitalism and the ways in which this paradigm undergirded the Spanish and Portuguese empires and continues to sustain the exploitation of Black and Brown bodies throughout the Iberoamerican world. The course takes account of how concepts such as "blood purity," mestizaje, Indigeneity, and Blackness inform understandings of nationhood throughout the Iberoamerican world. Prerequisite(s): HISP 205 and 210 or 211. Recommended background: one 200-level or 300-level course in Hispanic studies or from abroad.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Pridgeon, Stephanie

Instructor Permission Required: Yes

History

Professor Melvin; Associate Professors Chaney, Hall, Otim, and Shaw (chair); Assistant Professor Bernardino; Visiting Assistant Professor Hardy

What Is History At Bates

The past is everywhere around us, baked into the structures, narratives, and questions that shape our society today. It is neither a single set of details etched in time nor a single account of lives and events now distanced from us.

History as a discipline examines the very constructions of those pasts over time and emphasizes the dynamic means by which we come to understand, construct, and narrate it today.

Engaging in these constructions of the past requires us to identify and reckon with systems of knowledge and relationships of power in their varied contexts in a given location, and across communities, geographies, and across time. Such work requires great care. The past has often been invoked by people who have sought to support systems of oppression. The study of history helps us understand how these systems of domination were created and how they were and are sustained.

Our goal is to bring to the fore viable and ethical narratives about the past. We invite all students to our classes so that they can all, regardless of their embodied identities, recognize themselves as creators of history.

How We Structure History Classes At Bates

Our overarching goal for History at Bates is that courses are accessible to all students. We recognize that students enter our courses with a range of interests and experiences with the study of history. Few of our courses have prerequisites and none have them at the 100 and 200 levels. We encourage students to start at the 100 and 200 levels, which provide an entry into the discipline of history. In these courses, students work with primary material and become familiar with how accounts of the past have been made and remade over time. The 100-level courses offer broad geographic and chronological lenses, and the 200-level courses focus on thematic or regional topics. In the 301 seminars students think about history as a process and undertake independent research and writing. These classes are the department's W2 classes and set students up for the 399 Historical Methods class. Students take 399 near the end of their History major, thinking and acting as historians. The course both reflects upon the major and discipline and prepares students to undertake their own thesis project the following term.

More information is available on the [History department website](#).

Major Requirements

1. Knowledge Track

Majors should develop a depth of knowledge within a particular field of history that can be defined in terms of geography or chronology. They choose a track from one of the below fields of study.

Complete one of the following tracks:

Each track requires three courses that must be completed at Bates: 1) one 100-level survey; 2) two or more 200-level, 300-level, or Short Term courses.

- a. Africa Track
Complete at least three courses designated with the (History: Africa) attribute, following the guidelines above.
- b. Asia Track
Complete at least three courses designated with the (History: Asia) attribute, following the guidelines above.
- c. Europe Track
Complete at least three courses designated with the (History: Europe) attribute, following the guidelines above.
- d. Latin American Track
Complete at least three courses designated with the (History: Latin America) attribute, following the guidelines above.
- e. United States Track
Complete at least three courses designated with the (History: United States) attribute, following the guidelines above.
- f. Pre-Modern Track (ca. pre-1500)
Complete at least three courses designated with the (History: Premodern) attribute, following the guidelines above.
- g. Early Modern Track (ca. 1500-1800)
Complete at least three courses designated with the (History: Early Modern) attribute, following the guidelines above.
- h. Modern History Track (ca. 1800-Present)
Complete at least three courses designated with the (History: Modern) attribute, following the guidelines above.

2. Knowledge Breadth

Majors should develop a breadth of knowledge across time and space.

Chronological Breadth:

Complete one course from each of the three chronological fields:

- a. Pre-Modern History
Complete at least one course designated with the (History: Premodern) attribute.
- b. Early Modern History
Complete at least one course designated with the (History: Early Modern) attribute.
- c. Modern History
Complete at least one course designated with the (History: Modern) attribute.

Geographical Breadth:

Complete one course from four out of the five geographic fields:

- a. Africa
Complete at least one course designated with the (History: Africa) attribute.
- b. Asia
Complete at least one course designated with the (History: Asia) attribute.
- c. Europe
Complete at least one course designated with the (History: Europe) attribute.
- d. Latin American
Complete at least one course designated with the (History: Latin America) attribute.
- e. United States
Complete at least one course designated with the (History: United States) attribute.

3. Seminar

Complete one course from the following:

- Any HIST 301 seminar course

Majors must take a History seminar during their sophomore or junior year and before studying abroad.

4. Methods

Complete the following course:

- HIST 399 Historical Methods

Majors must complete HIST 399 in the semester prior to writing their thesis.

5. Senior Thesis

Complete at least one course from the following:

- HIST 457 Senior Thesis
- HIST 458 Senior Thesis

Senior history majors write a thesis in the fall (HIST 457) or winter semester (HIST 458). Thesis writing develops the skills learned in previous courses and demonstrates the ability to work independently as a historian. To facilitate thesis planning and advising, all majors must complete a thesis proposal (information available on the department's website) before taking either HIST 457 or HIST 458.

Courses Taken Outside of Bates

Majors must take a minimum of eight history courses from Bates faculty members. This means that students may use a maximum of two credits taken elsewhere (transfer or off-campus study courses) toward the major requirements, subject to department approval. To request that an external course count toward the major, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the external course. To be eligible to count for department credit, the course should include material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Advanced Placement credits, awarded for a score of four or five on

the relevant examination, may count toward overall College graduation requirements but do not count toward the history major or minor.

Short Term Courses

Not more than one Short Term course may count toward the major.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Each spring, the department invites outstanding junior majors to become candidates for graduation with departmental honors. There are three principal advantages to this program for the qualified student: first, the two-semester schedule, with two course credits, allows more time for the maturation of the project and grants twice the academic credit for the related research and writing; second, the mutual understanding of the honors candidate and the thesis advisor that the completed work is to be presented to other interested readers also contributes to an enhanced relationship and a shared commitment that it be brought to a satisfactory conclusion; third, the quality of this relationship and of the completed work can inform much more substantive letters of recommendation, based on the student's demonstrated competence, discipline, and independence, the personal characteristics most sought by professional schools and potential employers alike. Departmental invitees must discuss proposed topics with the preferred advisor before the beginning of the academic year. They must produce sufficient written work of sufficiently good quality by the end of the fall semester of the senior year to justify formal nomination by the history department to the College's honors committee. They must also present their work to a faculty panel, including an outside examiner, at the end of the winter semester in an oral defense.

Minor Requirements

The minor in History consists of at least six courses, five of which must be taken from Bates faculty members.

1. 100-Level Course

Complete at least one 100-level History course.

2. HIST 301

Complete at least one of the following:

- Any HIST 301 seminar course

3. Knowledge Breadth

Complete at least one course from the following:

- Any course designated with the (History: Africa) attribute
- Any course designated with the (History: Asia) attribute
- Any course designated with the (History: Latin America) attribute

Courses Taken Outside of Bates

To request that an external course count toward the minor, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the external course. To be eligible to count for department credit, the course should include material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Advanced Placement credits, awarded for a score of four or five on the relevant examination, may count toward overall College graduation requirements but do not count toward the history major or minor.

Short Term Courses

Not more than one Short Term course may count toward the minor.

Pass/Fail Policy

Courses applied toward a minor in history may not be taken Pass/Fail.

Course Offerings

HIST 101 Introduction to the Ancient World

A study of the ancient civilizations of Greece and Rome, this course is the introduction to European history in the Department of History and is a fundamental course in the Program in Classical and Medieval Studies. It addresses themes and events extending from the eighth century B.C.E. until the second century C.E. Students consider the disciplines that comprise study of classical antiquity, engage with primary texts (literary, graphic, and epigraphical), and learn how ancient history has come to be written as it has been.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 101

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

HIST 102 Medieval Worlds

Far from being an "enormous hiccup" in human progress, the medieval centuries (ca. 350-1350) marked the full emergence of Islamic, Byzantine, and West European civilizations. These powerful medieval cultures shape our present. The central theme of this introductory survey course is the genesis and development of a distinct Western European medieval civilization including its social, economic, political, and cultural aspects. Important topics include the devolution of the Roman Empire; the Christianization of the West; the origins of the Byzantine world; the rise of Islam; and the history of medieval women.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C034, C048, C051, C057, C064

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 102

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 104 Revolutionary Europe and Its Legacies, 1789 to Yesterday

This course examines European revolutions and their legacies—social, cultural, political, and ideological. The French Revolution of 1789 brought unprecedented promises of reform to old Europe, introducing new democratic and egalitarian possibilities. Yet it also brought counterrevolution and new authoritarian rulers, a cycle that seemed to repeat itself in 1848, "the first time as tragedy, the second as farce," as Karl Marx lamented. We consider these revolutions together with the Communist uprisings waged in Marx's name, the "velvet" revolutions of 1989, and the relationship between these last European revolutions and the populism that engulfs the continent today. We investigate these histories as lenses to understand the dynamics of modern revolution; the engagement of ordinary Europeans in these processes; and, not least, the making of modern Europe over the past 300 years.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 104

Instructor: Shaw, Caroline

Instructor Permission Required: No

HIST 105 Africa: Special Topics in African History, 1500-1900

For many observers, the history of Africa begins with European colonization. What about the period prior to colonization? This introductory survey of African history from 1500 to 1900 covers the social, political, cultural, and economic life of sub-Saharan peoples. Topics include African kingdoms, the transatlantic and the Indian ocean slave trades, the expansion of European power after the abolition of the slave trade, Islamic reforms, and the spread of Christianity. The course not only introduces students to a range of historical events in the continent, but also highlights how some of these events shaped other parts of the world.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 105

Instructor: Otim, Patrick

Instructor Permission Required: No

HIST 107 Race Reception and the Modern Creation of the Ancient and Medieval Past

This course is designed to introduce students to the ways in which the study of the classical and medieval worlds has been constructed alongside, and as an integral part of, modern systems of colonialism, racism and white supremacy. It aims, likewise, to introduce students to the ways in which the distant past, so constructed, continues to inform the contemporary world, both as a locus of oppression and of resistance. The course will, therefore, present students with the tools necessary to understand and critique these fields of study, as well as help them to more critically view the way they understand the past and the present.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 107

Instructor: Gillies, Grace

Instructor Permission Required: No

HIST 108 Roman Civilization: The Republic

In this course students explore the civilization and history of ancient Rome from the foundation of the Republic around 510 B.C.E. until the civil wars and its transformation into an Empire under Julius Caesar and his nephew, Octavian. Each week the class convenes for lectures and discussions devoted to the political, social, and cultural history of the Republic.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 108

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 109 Roman Civilization: The Empire

In this course students examine the civilization and history of ancient Rome from the Principate, the monarchy established by Octavian in 27 B.C.E., until the end of Justinian's dynasty at the beginning of the seventh century of the Common Era. Each week the class convenes for lectures devoted to the political, social, and cultural history of the Empire. In addition, students meet once a week to discuss in detail primary sources for the period. Recommended background: CM/HI 108.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C048, C054, C057, C059

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 109

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 110 East Asia between Tradition and Modernity

China, Japan, and Korea each had a watershed moment in which they transformed into modern, independent nations. This course first provides an introduction to traditional cultures, and then explores the violent changes that swept over East Asia from the mid-nineteenth century through the Chinese Civil War and the destruction of World War II. Imperialism, women's movements, and cultural nationalism are examined through an interdisciplinary approach that draws from intellectual history, literature, and visual and performing arts.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): (History: Modern)

Class Restriction: None

Cross-listed Course(s): ASIA 110

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 112 Ancient Greek History

This course examines Greece from the Bronze Age to Alexander. It focuses on the geographical breadth and temporal extent of "Ancient Greece," and how that considerable space and time were negotiated and understood by the Greeks themselves. In such a far-flung world, extending from Sicily to Ionia, from the Black Sea to North Africa, Greeks experienced "Hellenicity" through sea lanes and land routes, and by means

of a network of religious festivals and athletic meets, coordinated among multiple civic calendars. Topics include political structures, philosophies, literature, and modes of warfare.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C054, C077

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 112

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

HIST 140 Origins of New Nations, 1500-1820

In the three centuries after Europeans' and Africans' first arrival among Indigenous Americans, a variety of peoples from America, Africa, and Europe constructed new societies in North America. Some of these new societies became nation-states like the United States and Mexico. Others, like the Iroquois, Kongolese, and British, were reconfigurations of societies that predated the beginnings of colonization. These new nations were shaped by a number of factors, including empires and families, liberty and enslavement. All of them were collective efforts to manage new dynamics of confrontation and cooperation. By examining a variety of sources, students learn how a host of peoples created a new world that has strong ties to our own.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C035, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST 141 Rise of the American Empire

During the nineteenth century, the United States experienced one of the most dramatic political transformations in world history, rising from an imperiled post-revolutionary state to become a global empire. This course examines the diverse experiences of those who lived through this era of dizzying change and confronted the forces that shaped a restless nation: slavery, capitalism, patriarchy, expansionism, urbanization, industrialization, and total warfare. Whether fighting for recognition or resisting the encroaching state, they struggled over the very meaning of American nationhood. The outcome was ambiguous; its legacy is still being contested today.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C057, C064

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 141

Instructor: Baker, Andrew

Instructor Permission Required: No

HIST 142 The United States in the Twentieth Century

This course surveys the American experience in the twentieth century from a deliberately interpretive point of view, examining political, social, economic, and cultural dimensions of life in the United States. Special attention is directed to the impact of war, corporate globalism, and movements for change upon the development of an increasingly complex, variegated modern society confronting the paradox of simultaneous social segmentation-by race, class, gender, ethnicity-and cultural homogenization. Students consider the disjunction between Americans' democratic ideals and their administered reality and what can be done to heal the split.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 171 Imperial China

An overview of Chinese civilization from the god-kings of the second millennium and the emergence of the Confucian familial state in the first millennium B.C.E., through the expansion of the hybrid Sino-foreign empires, to the revolutionary transformation of Chinese society by internal and external pressures in the nineteenth and twentieth centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C048, C050

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ASIA 171

Instructor: Chaney, Wesley

Instructor Permission Required: No

HIST 181 Creating Latin America: A History

Beginning with the lead up to the first encounters between Europeans and Americans and ending with the challenges of globalization in the twenty-first century, this course offers a chronological and topical overview of 500 years of Latin American history. It examines individual lives within the frameworks of sweeping political, social, and cultural transformations. Students use primary documents, images, texts, and film to explore major themes of the course, including conquest and colonialism, independence and the creation of new nations, and twentieth-century social revolutions and military dictatorships. Special attention is given to issues of race, gender, religion, and relationships with the United States.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): LALS 181

Instructor: Melvin, Karen

Instructor Permission Required: No

HIST 203 Imagining Africa Through Film

In 2022 the films *The Woman King* and *Black Panther: Wakanda Forever* present divergent perspectives on Africa and Africans, with one centering a historical account of a West African Kingdom and the other presenting a fictional presentation of the continent. These films are the newest addition to a canon of Hollywood films that have “imagined” the continent for American viewers for almost 100 years. In this course students will view films about Africa and then use historical materials to interrogate the ways the American studio system crafted an image of the continent that is both ahistorical and anachronistic. As a class we will struggle with how our perceptions of time, space, and history are created, and consider what possible purpose(s) these fictions of Africa serve. This course is an approved elective for the History and Africana Studies majors and minors and the Film and Documentary Studies minor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AFR 203

Instructor: TBA, Staff

Instructor Permission Required: No

EUHI 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century

In 1918, Woodrow Wilson famously outlined his Fourteen Points, emphasizing the right of subject peoples to self-determination. While Wilson's was hardly the first critique of empire, it provided a framework for increasingly organized anti-colonial movements. Just as European empires reached their zenith, older rationales for empire became harder to maintain. Yet the end(s) of European empires were long in the making. Many would argue that we have yet to live in a postcolonial world. This course explores the changing arguments over the future of European empires, the contests for power, and their effects on individuals' lives across the globe.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013, C014, C022, C024, C041, C059

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shaw, Caroline

Instructor Permission Required: No

HIST 210 Technology in U.S. History

Surveys the development, distribution, and use of technology in the United States drawing on primary and secondary source material. Subjects treated include racialized and gendered divisions of labor, militarism and colonial dispossession, and the ecological consequences of technological change.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C083

Department/Program Attribute(s): (History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 210, GSS 210

Instructor: Herzig, Rebecca

Instructor Permission Required: No

HIST 211 U.S. Environmental History

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C068

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 211, ENVR 211

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST 212 Digital History Methods

Through a combination of analytical, experiential, and collaborative exercises, students merge traditional historical methods with digital tools to explore new useful methodologies for collecting, analyzing, and disseminating historical knowledge. They develop technical and theoretical proficiency within the broader field of digital humanities. They engage digital tools and resources to rethink old historical questions. They develop with new questions that can be investigated only through digital practice. They contemplate avenues for collaboration between historical research and public communities. Finally, they weigh the practical and theoretical implications of using digital history to create more inclusive scholarship.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): DCS 212

Instructor: Shrout, Anelise

Instructor Permission Required: No

HIST 215 Death and Burial in Ancient Rome

This course will examine the historical and archaeological aspects of death and burial in the Roman world from c. 150 BCE – 300 CE, in order to understand how the Romans cared for, disposed of, and commemorated the dead. We will explore culturally-specific attitudes to death, grief, mourning and funerals,

alongside the physical monuments that commemorate the deceased. Geographically, we will focus on Italy, although case studies will span the Mediterranean world. Together, we will investigate Roman funerary rituals and follow the body on its journey from the world of the living to that of the dead, while exploring new narratives about death in different classes of ancient (and modern) society.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): ANTH 215, CMS 215

Instructor: Brent, Liana

Instructor Permission Required: No

HIST 216 Conflict and Community in Medieval Spain

Medieval Spain was a crossroads where the civilizations of Islam, Christianity, and Judaism met, mingled, and fought. Diverse and dynamic societies emerged, and from this climate of both tension and cooperation came a cultural and intellectual flowering that remains a hallmark of human achievement. Using a wide range of primary sources, this course focuses particularly on two key concepts in Spanish history: the Reconquista and the Convivencia. To examine these, students investigate the nature of conflict in medieval Spain and the ways in which those who lived there constructed and understood their communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 216, REL 223

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 217 Fortress Europe: Race, Migration, and Difference in European History

Race in Europe has seemed to be a 20th-century importation, the product of new migrations from the “outposts” of European empires in the wake of WWII. The “migrant crisis” of the present era doubles down on this sense of racial, ethnic, and religious difference as externally imposed. This account has served as a comforting narrative, just as it’s been intended to fuel reaction. In this course, we examine changing views on racial, ethnic, and religious differences in European thought and politics since the eighteenth century. In contrast to populist claims, there has been a long history of European difference-making – of “othering” along racial, ethnic, and religious lines that has produced a seemingly white and Christian European identity. Together, we will situate our investigation of difference-making alongside primary sources and recent scholarship which highlight the experiences of the individuals who built their lives and communities in the midst.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C014, C024, C037, C041

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS 217
Instructor: Shaw, Caroline
Instructor Permission Required: No

HIST 220 The Medieval Year

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051
Department/Program Attribute(s): (History: European)(History: Premodern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): CMS 220, REL 220
Instructor: Lynch, Sarah
Instructor Permission Required: No

HIST 228 Black Women and Modern America

This course introduces students to the significant themes and events that have shaped African American women's historical experience from slavery to the present. Students examine the social, political, and economic meaning of freedom for women of African descent. Furthermore, students explore how Black women shaped the cultural, social, and political development of the United States as Black Feminists, Nationalists, Integrationists.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): AFR 228, GSS 228
Instructor: Cole, John
Instructor Permission Required: No

HIST 236 Race Matters: Tobacco in North America

This course explores race and the history of tobacco in North America. With a primary focus on the intersection of tobacco capitalism and African American history, the course introduces students to the impact of tobacco on the formation of racial ideologies and lived experiences through a consideration of economic, cultural, political, and epidemiological history. Recommended background: at least one course in Africana, African American history, American studies, or gender and sexuality studies.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C065
Department/Program Attribute(s): (History: United States)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 236, AMST 236
Instructor: Plastas, Melinda
Instructor Permission Required: No

HIST 241 The Age of the American Revolution, 1763-1800

A study of the American Revolution from its origins as a protest movement through the aftermath of the War for Independence from Britain. Because the War for Independence transformed American society, the course examines debates among Americans over the meaning of the Revolution and the nature of society in the new republic. The course considers the significance of the Revolution for Europeans and Latin Americans as well.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C066
Department/Program Attribute(s): (History: Early Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Hall, Joseph
Instructor Permission Required: No

HIST 244 Native American History

A survey of Native American peoples from the centuries just before European contact to the present, this course addresses questions of cultural interaction, power, and native peoples' continuing history of colonization. By looking at the ways various First Nations took advantage of and suffered from their new relations with newcomers, students learn that this history is more than one of conquest and disappearance. In addition, they learn that the basic categories of "Indian" and "white" are themselves inadequate for understanding native pasts and presents. Much of this learning depends on careful readings of Indigenous American writers.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C037, C041, C059, C064
Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): AMST 244
Instructor: Hall, Joseph
Instructor Permission Required: No

EUHI 245 Race, Gender, and Power in the Early Modern Atlantic World

This course approaches Atlantic history through the lens of race, gender, and power. In the early modern world, the Protestant Reformation, the trans-Atlantic slave trade and the rise of the plantation complex, the substantial depopulation of west and central Africa, and indigenous genocide in the Americas significantly

reshaped social orders and the meaning of the most salient categories of difference. This course examines the imposition of these categories from above and how socially marginalized groups pushed back against colonial racial, gender, and sexual economies throughout the Atlantic world and in particular societies, including Mexico, Virginia, Barbados, Ghana, and the Congo.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: European)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

HIST 253 Dance Histories of the United States

Dance History invites students into creative and critical engagement with history and historiography by examining dance and performance topics and theories. This course encourages students to research aesthetic and conceptual lineage and influence in concert and commercial dance forms in the United States by considering contemporary and historic choreographies and dance artists. In researching various histories of modern, jazz, street styles, ballet, and indigenous forms, students will gain insight into a multitude of embodied expressions in africanist, europeanist, and indigenous traditions. Students will be asked to engage their curiosity and question the role that dance history plays in developing collective and individual creativity and ingenuity, as well as in resisting and/or reifying notions of power, hierarchy, and privilege in contemporary societies. Course content will include regular reading, writing, personal reflection, viewing assignments, and presentations.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041, C061

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): DANC 250

Instructor: Koepke, Tristan

Instructor Permission Required: No

HIST 259 Caravans, Khans, and Commissars: A History of Central Eurasia

From Silk Roads to Chinggis Khan, an understanding of our world-and an appreciation for the diversity of human experience-calls for examining Central Eurasia. This course covers millennia and journeys through steppe, desert, and mountain, from Mongolia to Hungary, to reveal the ways Central Eurasia and its peoples have shaped world history. Key topics include the emergence of pastoral economies, steppe-sown interactions, the exchange of both goods and ideas, and the rise of empire as well as Central Eurasia's modern fate. Students consider these issues by examining scholarship and exciting primary sources, including epic poetry, art, and novels.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: Premodern)

Class Restriction: None
Cross-listed Course(s): ASIA 259
Instructor: Chaney, Wesley
Instructor Permission Required: No

AMHI 264 A People's History of American Capitalism

Capitalism has been a powerful engine of prosperity and disruption from the founding of the United States to the present day, but its advantages and disadvantages have not been shared equally by those whose fortunes it has indelibly shaped. Tracing more than two centuries of development and growth, this course emphasizes the social dimensions of economic transformation, centering race, gender, and ethnicity as categories integral to understanding capitalism as both a productive and destructive force in American history.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): (History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Baker, Andrew
Instructor Permission Required: No

HIST 266 Magic and the Supernatural in the Middle Ages

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C051
Department/Program Attribute(s): (History: European)(History: Premodern)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): CMS 266, REL 266
Instructor: Lynch, Sarah
Instructor Permission Required: No

HIST 267 Blood, Genes, and American Culture

Places recent popular and scientific discussions of human heredity and genetics in broader social, political, and historical context, focusing on shifting definitions of personhood. Topics include the commodification of human bodies and body parts; racial, colonial, and gendered disparities in science and medicine; and the

emergence of new forms of biological citizenship. Recommended background: course work in biology and/or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C041, C065, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR 267, AMST 267, GSS 267

Instructor: Herzig, Rebecca

Instructor Permission Required: No

HIST 268 US Latinx History: From Empire to Detentions

This course introduces students to the history of Latinx Americans drawing on the distinct experiences of Puerto Ricans, Chicanxs/Mexicanxs, Dominican Americans, Central Americans, and Cuban Americans. The course underscores international processes (imperialism and immigration) as central forces in the formation of U.S. Latinx communities. This global perspective accompanies a focus on the relationship between Latinx culture and American society, the dynamic role of women in the shaping of Latinx American communities, and origins and place of Latin American-origin immigrants in U.S. society.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): LALS 268

Instructor: Bernardino, Erik

Instructor Permission Required: No

HIST 270 The Spanish Empire: From Madrid to Manila

The world became permanently connected during the sixteenth and seventeenth centuries. While some have identified the origins of this globalization in Europe, the Spanish empire offers a different perspective. The ties of empire were forged throughout its vast territories: from Madrid to Manila. This course considers questions of identity and belonging in it, including for "old Christian" Spaniards, recent Jewish converts to Christianity, Muslims, Africans and their descendants, and indigenous peoples of the Americas and the Philippines. It also takes up questions of imperial scale, including global commerce, royal authority, and how people, knowledge, and beliefs moved throughout empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C059, C066, C089

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): LALS 270

Instructor: Melvin, Karen

Instructor Permission Required: No

HIST 273 US Immigration: Rise of the Immigration Regime

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the late-nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, GSS 273, LALS 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

HIST 274 China in Revolution

Modern China's century of revolutions, from the disintegration of the traditional empire in the late nineteenth century, through the twentieth-century attempts at reconstruction, to the tenuous stability of the post-Maoist regime.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C047, C053, C064

Department/Program Attribute(s): (History: Modern)

Class Restriction: None

Cross-listed Course(s): ASIA 274

Instructor: Chaney, Wesley

Instructor Permission Required: No

HIST 276 Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages

The Horn of Africa represents one of the great crossroads of the world, connecting the Red Sea and Mediterranean worlds with those of the Indian Ocean. In the medieval period, the region flourished, with its history and society shaped by religion, trade, and politics. Christian states of Ethiopia sought both to pursue an independent expression of their faith and link themselves with the wider Christian world. Muslim states in Somalia sought political definition and economic power in a booming interconnected global community. Community-engaged learning sits at the core of this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 276

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HILS 279 The Age of Revolution: Latin American Edition

During the decades surrounding the turn of the nineteenth century, uprisings in the Americas challenged colonial authority. This course examines some of those uprisings in the Spanish Americas, including the 1780s Tupac Amaru Rebellion the deadliest and perhaps most violent rebellion in the Americas up until that time and the wars that eventually led to independence. We also discuss what it was like to live during the time of these tumultuous events. The first Latin American novel, *The Mangy Parrot*, provides the basis for exploring topics that include race, gender, crime, and daily life.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melvin, Karen

Instructor Permission Required: No

HIST 280 Health and Healing in Africa

A perception that Africa is a "diseased continent" has long persisted in the West, but this image, born of colonialism, ignores how Africans have sought to create and maintain healthy communities over time. This course begins by exploring how Africans have diagnosed and treated ailments in the precolonial era. It then examines the impact of colonial conquest and policies on the spread of diseases, and the emergence of missionary and colonial medicines. The course concludes by examining how state building, international development, and transnational capitalism have shaped healing practices.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022, C059, C065

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): AFR 280, HIST 390H

Instructor: Otim, Patrick

Instructor Permission Required: No

HIST 281 Upstairs, Downstairs, and Outside: Gender, Class, and the Household in British History

If the home was the "Englishman's castle," its walls were porous. Liberal culture called for separating private from public life, yet households were key sites for negotiating classed, gendered, and racial relationships. Fear that family units might break down spurred social movements and governmental reform. Modern life tends to be understood as the rise of the presumptively white, male individual, someone independent of his surroundings. By flipping the script, this course demonstrates the centrality of women, family, and community in defining and redefining society. Topics explored include work, motherhood, property rights, and the everyday life of politics, capitalism, and empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None
Instructor: Shaw, Caroline
Instructor Permission Required: No

HIST 287 History of East Africa

Scholars have long subscribed to the myth that East Africa has "historically been detached from the world." However, the region's engagements with the rest of the world date back almost a millennium. This course seeks to correct the common misconception and introduce students to the rich histories of this less-understood region of the world. Using a variety of primary and secondary source materials, the course begins with an examination of East Africa's roles in world history before European colonization. It then turns to case studies and examines the changes that came with colonization, the rise of nationalism and decolonization, and finally the post-independence challenges in the region.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C022, C059
Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Africa)(History: Early Modern)(History: Modern)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Otim, Patrick
Instructor Permission Required: No

HIST 289 The Trans-Atlantic Slave Trade

This course examines the trans-Atlantic slave trade from its initial development in the fifteenth century to its abolition in the late nineteenth century. Students discuss the experiences of enslaved people; the organization and mechanics of the trade; and the cultural, political, and economic impact of the trade on Africa, Europe, and the Americas. Ultimately, the course emphasizes the global interconnections and relationships central to the development, maintenance, and abolition of the trade.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (History: Africa)(History: Early Modern)(History: Latin American)(History: United States)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Becker, Michael
Instructor Permission Required: No

CMHI 291 Land of Dichotomies: North Africa in Late Antiquity

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key

themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C059

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 291 Colonization and Resistance in Late Antique North Africa

While treated by some scholars as peripheral, North Africa was and is a central arena in global history. This course examines the Maghreb in the dynamic period of transformation that saw the Roman Empire devolve into separate political and social entities, ca.200-700 C.E. In these critical centuries, North Africa and North Africans served both as anchors preserving Roman culture and society, and key agents in its transformation and devolution. Approaching the topic through primary and secondary sources, this course focuses on key themes: colonization and resistance, ethnicity and identity, and cultural and social cohesion. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051, C059

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 291

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 292 The Dawn of the Middle Ages

The period of Mediterranean history stretching from ca. 300 to ca. 700 C.E. saw both change and continuity, radical transformation and sociocultural resiliency. Often maligned as the "Dark Ages," this period has attracted a great deal of scholarship, and looms large in the construction of modern national identities. The central question is not only how the ancient world became the medieval, and what that meant, but how and why this understanding has changed over the years, and why it matters. This course examines the period through the analysis of primary sources, key secondary sources, and historiography. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 292, REL 292

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 293 Trans-Saharan Africa in the Middle Ages

This course examines the history of the trans-Saharan world in the medieval period, roughly 500-1500 C.E. This vital period saw the formation of powerful indigenous empires in the West African Sahel and the Maghreb, alongside the continuation and transformation of ancient states on the Nile. The course examines key topics such as the spread and adaptation of Islam in Africa; the dynamics of state and society building; the social, cultural, and economic impacts of trade; colonization and resistance; and the role of Africa, and Africans, in the creation of the medieval world. Recommended background: CM/HI 102.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C048, C051, C090

Department/Program Attribute(s): (History: Africa)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): CMS 293

Instructor: Tizzoni, Mark

Instructor Permission Required: No

HIST 295 Montezuma's Mexico: Aztecs and their World

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): LALS 295, REL 295

Instructor: TBA, Staff

Instructor Permission Required: No

CMHI 298 Slavery in Ancient Greece and Rome

This course examines ancient sources for the lived experiences of enslaved people from Greek and Roman societies. Students discuss the historical, political, and economic context for the pan-Mediterranean slave trade, the evolution of the field of the study of enslaved peoples, and the roles enslaved people played within Greek and Roman societies. Working with ancient sources, which may be fragmented, indirect, indifferent, or openly hostile to enslaved people, students search for evidence of how enslaved people lived, thought, and resisted under slavery. Recommended background: CM/HI 101, 108, 109, or 112.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C054

Department/Program Attribute(s): (History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gillies, Grace

Instructor Permission Required: No

AMHI 299 White Supremacy: An American History

Shaped by early conflicts with native populations and the expansion of African slavery, ideologies of white supremacy have been powerful sociopolitical forces in the making of the United States. At the same time, the concept of "whiteness" has been unstable throughout the nation's history. It has been challenged by immigration patterns and changing ideas about race, ethnicity, and citizenship. Covering more than three hundred years, this course examines the meaning of whiteness in America and considers the historical and ongoing struggles of those excluded from its privileges. Recommended background: AM/HI 141; HIST 140, 142.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C041, C091

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Early Modern)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Andrew

Instructor Permission Required: No

HIST 301A Sex and the Modern City: European Cultures at the Fin-de-Siècle

Economic and political change during the 1800s revolutionized the daily lives of Europeans more profoundly than any previous century. By the last third of the century, the modern city became the stage for exploring and enacting new moral fears. This course examines these developments by focusing on sex, gender, and new urban spaces in the decades around the turn of the twentieth century. We will explore the writings of Sigmund Freud and Gustav Le Bon, investigate middle-class fascination with urban voyeurism and new media, and read about sensational cases like those of Jack the Ripper and the "discovery" of an international sex trade. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C024, C057

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 302, GSS 314

Instructor: Shaw, Caroline

Instructor Permission Required: No

ASHI 301B From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present

This course investigates the twists and turns that attended the transition from imperial regime to modern nation in China. Perhaps two of the main legacies of China's last empire, the Qing (1644-1912), have been the territorial boundaries claimed by the People's Republic and the tensions that have continued to erupt throughout the borderlands: Tibet, Xinjiang, Mongolia, and Taiwan. This course deepens our understanding of modern China by considering why these frontiers are part of the contemporary nation-state and why their inclusion continues to be so contentious. Borderlands bring this transition into focus most clearly.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C037, C047, C053, C064

Department/Program Attribute(s): (History: Early Modern)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Chaney, Wesley

Instructor Permission Required: No

HIST 301C Public History in the Digital Age

Public history takes place beyond history classrooms and academic contexts. Traditionally, it has been found in museums, walking tours, and performances, and has told the stories of people with social and political privilege. Increasingly, however, public history has come to focus on a greater range of voices, and takes place in a wider range of forms: on websites, graphic novels, interactive sensory experiences, social media, and other digital spaces. In this community-engaged course, students learn to see public history "in the wild," engage with primary sources, and present those sources and historical interpretation to the public in digital form. Students with interests in history and public engagement are encouraged to enroll in this course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C091

Department/Program Attribute(s): (DCS: Critical Digital St.)(DCS: Praxis)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 301C

Instructor: Shrout, Anelise

Instructor Permission Required: No

HIST 301D Regulating Intimacy: Histories of the Labor of Sex in North America

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women "imported for the purpose of prostitution." The Act's enforcement hinged on the suspicion of all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women's sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to transport "any woman or girl for the purpose of prostitution." The Federal Bureau of Investigations (FBI) was the government agency responsible for enforcing the act. This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women's sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301D, LALS 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

AFHI 301E African Slavery in the Americas

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came not for freedom but as human property, facing a lifetime of bondage for themselves and their offspring. Far from being the "peculiar institution" that whites in the U.S. South called it, slavery existed throughout the Americas before its abolition in the nineteenth century. By reading contemporary scholarship and examining such primary sources as music, letters, autobiographies, and material artifacts, students gain a sense of the ways Africans and African Americans survived and influenced an institution that sought to deny their humanity.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C038, C041, C066

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST 301E Black Struggles against American Slavery

Of the millions of immigrants who arrived in North and South America during the colonial period, the majority came not from Europe but from Africa. They came as human property, but they insisted on their freedom. Because slavery shaped the American hemisphere, this seminar takes a broad look at the histories of Africans and African Americans in the United States, Haiti, Brazil, and parts of western Africa. Students will better understand the ways that Black struggles against slavery shaped and continue to shape the Americas. They will also develop their skills as historical researchers and writers, including how to address the challenges of reading records that often obscure Black humanity. We do this work through careful reading of contemporary scholarship as well as primary sources such as music, letters, autobiographies, and material artifacts.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C038, C041, C066

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Early Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 301E

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST 301G Black Resistance from the Civil War to Civil Rights

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and

conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 308, AMST 308

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 301I Farm, Food, and Factory: An Environmental History of the Industrial Food System in the United States

Food as one of the most basic human needs has generated incredible efforts to shape the environment. Beginning in the nineteenth century, innovations that applied principles of industry to food production have resulted in an unprecedented availability of food. But nonhuman organisms have resisted complete commodification again and again, and have shaped the U.S. and global food system in return. From the vantage point of the United States and Maine in particular, this seminar explores how humans linked agriculture, labor, science, technology, industry, empire, and global trade and development into a powerful industrial-agrarian system that feeds us today.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 301I

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 301M New England: Environment and History

This seminar examines how people relate to their environments and how those relationships have changed. It also examines how understanding of “the environment” has consequences for how people influence it, how it influences them, and even how people influence each other. Understanding these varied relationships within the human and more-than-human world highlights how canoe routes, beach towns, textile mills, apple orchards, and all other New England environments are products of human dynamics, including those of race, gender, and class. Drawing on scholarly work as well as primary sources (including paintings, newspapers, diaries, and maps), students gain an appreciation for this complex history. They then engage in the process of writing their own analysis of some part of the region’s past.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C045, C059, C068

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 301M

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST 301P South Africa: The Rise and Fall of Apartheid

Between 1948 and 1994, the National Party enforced apartheid, a system of racial segregation in South Africa. How did nonwhites respond to the apartheid state? Using a variety of primary and secondary source materials, this seminar begins with an examination of major historical events to highlight the laws and social structures put in place prior to 1948. It then turns attention to the apartheid era and examines the lived experiences of the nonwhites under, and their struggle against, the apartheid state. The course pays close attention to the experiences of women, union leaders, students, and artists.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C022, C059

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Otim, Patrick

Instructor Permission Required: No

AFHI 301Q Rebellion and The Archive: Studying Enslaved People's Resistance

Through revolts and rebellions, enslaved people fundamentally challenged the social order of plantation societies and attempted to bring alternatives into view. This seminar is organized thematically to approach key topics and methodological challenges, including the African context of enslaved people's politics, the role of rumor and communication networks, and the gendered politics of revolt. Centered on these issues, this seminar engages students in writing histories from below, of trying to understand the lives and experiences of enslaved people, their practices, strategies, and political ideas, in a context where many surviving records are from the perspective of oppressors. Recommended background: prior coursework in Africana or history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

HIST 301R Freedom of Speech, a Modern History

Free speech has long been a centerpiece of modern, liberal institutions. Dictators have feared it, of course, but it chronically troubles democratic societies, too. Words have fanned racial and religious hatred and destroyed personal reputation, bringing neighbors to the courts over women's sexual honor and drawing men into deadly duels. This course draws students into the intertwined histories of freedom of speech and the protection of reputation. The course is rooted in early modern and modern European histories, drawing connections and comparisons not only over time, but also with American, colonial, and postcolonial contexts. Note: As part of History's 301 series, the course is designed to guide students through the research and writing process.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C013

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 301R

Instructor: Shaw, Caroline

Instructor Permission Required: No

HIST 301S Environmental History of China

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ASIA 302, ENVR 311

Instructor: Chaney, Wesley

Instructor Permission Required: No

HIST 301W Latin America during the Cold War

This course examines Latin American experiences during the cold war from a historical perspective. Students explore how some of the revolutionary transformations, military coups and governments, wide-scale human rights violations, and civil wars shaped the region between the 1950s and the 1980s. Topics covered include Guatemala's 1954 coup and thirty-year civil conflict, revolution in Cuba, and military dictatorships in Chile and Argentina. Students use and analyze primary sources, including declassified government documents, Truth Commission reports, memoirs, and films.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 301W

Instructor: Melvin, Karen

Instructor Permission Required: No

HILL 301X All Power to All People: Social Movements of the 1960s

In 1964, free speech activist Mario Savio exclaimed, "There is a time when the operation of the machine becomes so odious... you've got to put your bodies upon the gears ...and you've got to make it stop." In this

seminar students consider the social movements of the 1960s, a period idealized, criticized, and misunderstood in U.S. history. They examine key themes, goals, and tensions within the Chicana/o, Native American, Women's, and Black Power movements as groups and individuals used their bodies and voices to contest the meaning of American society, and their lasting impacts on US society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bernardino, Erik

Instructor Permission Required: No

HIST 301Y The Spanish Inquisition

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 303, REL 314

Instructor: Melvin, Karen

Instructor Permission Required: No

HIST 301Z Intersexuality and Feminist Social Movements

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301Z, PLTC 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

HIST 322 Mountains and Modernity

Once regarded as impenetrable barriers dividing Europe, the Alps and Carpathian Mountains were transformed into international meeting places with the arrival of mass tourism in the late nineteenth century. At the same time, these mountain ranges began to be claimed in the constructions of national and ethnic identities that reshaped Central and Eastern Europe in the first half of the twentieth century. The course examines the role ascribed to the Alps and Carpathians at a pivotal time in European history, when the demise of empires and rising nationalism, but also new ideas about class, gender, ethnicity, and race, fundamentally restructured dynamics of power on the continent. Recommended background: a 200-level course focused on the study of literature and/or film in any department.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ENVR 322, EUS 322

Instructor: Cernahoschi, Raluca

Instructor Permission Required: No

HIST 399 Historical Methods

This seminar refines students' proficiency as historians and prepares them to write their senior thesis. The course is designed around two interrelated goals. First, students analyze how different approaches to history and sources matter to understandings of the past. Second, students design and test their own arguments, drawing upon critical readings of primary sources and close engagement with historiography. The course culminates in the completion of individual thesis proposals. Prerequisite(s): one HIST 301 seminar.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 457 Senior Thesis

The research and writing of an extended essay in history, following the established practices of the discipline, under the guidance of a departmental supervisor. Students register for HIST 457 in the fall semester. Majors writing an honors thesis register for both HIST 457 and 458. Prerequisite(s): HIST 399.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HIST 458 Senior Thesis

The research and writing of an extended essay in history, following the established practices of the discipline, under the guidance of a departmental supervisor. Students register for HIST 458 in the winter semester. Majors writing an honors thesis register for both HIST 457, 458. Prerequisite(s): HIST 399.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HIST S17 Global Chinese Food

What makes a "Chinese" meal? From dumplings in Shandong to chop suey in California, the meanings and flavors of "Chinese" food are hardly uniform. In this course, students explore-and taste their way through-the diverse ways of producing, preparing, and consuming "Chinese" foods. They focus especially on unique historical contexts and global patterns of migration, reflecting on what food and food culture might reveal about issues of authenticity, identity, gender, race, class, and memory. They consider these topics not only through textual and visual sources, but through oral interviews, hands-on cooking demonstrations, and taste tests.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)

Class Restriction: None

Cross-listed Course(s): ASIA S17

Instructor: Chaney, Wesley

Instructor Permission Required: No

HIST S18 Wilde Times: Scandal, Celebrity and the Law

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history. Open to first-year students. Enrollment limited to 30.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C013, C024

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): EUS S18, GSS S18

Instructor: Shaw, Caroline

Instructor Permission Required: No

HIST S20 Latina Power! U.S. Latina Labor History

One of the first major labor victories for Mexican Americans came from an unlikely source: young, Latina organizers. This course examines these women, their organizing, and the larger contexts of labor movements and the place of Latina women in the mid-twentieth century, focusing on the 1938 Pecan Shellers Strike in San Antonio, Texas, led by an 18-year-old strike leader Emma Tenayuca, and Luisa Moreno, a Guatemalan immigrant who organized workers in Florida and California. Grounded in feminist theory, the course places the strike and Latina workers as critical in core social tensions of the time.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): LALS S20

Instructor: Bernardino, Erik

Instructor Permission Required: No

AFHI S22 Marronage: Escaping Slavery, Forging Freedom

In slaveholding societies throughout the Americas, enslaved people escaped bondage and formed fugitive communities in swamps, mountains, and at the fringes of plantations. Some societies were modest in population and duration; others included thousands and have lasted to the present. Known as marronage, this practice represented a challenge to the ruling order and a reminder of possibility to enslaved people nearby. This course uses case studies of maroons in Panama, Jamaica, and Brazil to explore this practice of resistance, its practitioners' visions of freedom and its contemporary use as metaphor.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

HIST S22 Black Masculinities: Masculinity in Twentieth Century Black America

With the rise of Donald Trump and the #MeToo Movement debates about hyper, toxic, and positive masculinity dominated American media. Fights over the role of men and manhood in an evolving American community have created what some are calling a “crisis of masculinity.” For African Americans debates over Black men’s masculinity and the “dangers” it presents have been central to the American discourse since the era of enslavement but became more complex and complicated during the Twentieth Century. In this course

students will explore the development of Black masculinity during the 1900s. They will examine how the larger society framed Black manhood and the ways Black men negotiated those definitions. Furthermore, the class will seek to understand how Black men framed their own masculinity through discussions of class, sexuality, the evolving role of the Black man within the Black family.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AFR S22, GSS S23

Instructor: TBA, Staff

Instructor Permission Required: No

HIST S24 Race and Citizenship in the Nineteenth-Century United States

The American Revolution may have created a new nation of citizens out of a piece of the British Empire, but the exact contours of American citizenship remained ambiguous and contested. Who decided membership in this nation of citizens? Who qualified for citizenship and who did not, and upon what grounds? What rights and obligations, if any, were inherent in citizenship? This course examines how various groups of people answered these questions – in courtrooms, legislative halls, the popular press, and even the quotidian interactions of everyday people – over the course of the nineteenth century. The course pays particular attention to how race (as an ideological construct) and racialized peoples affected the development of American citizenship.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

HIST S25 From Archives to Studios: Producing a History Podcast

In 1987, Alice Lakwena, a thirty-one-year-old woman, formed the subversive Holy Spirit Movement. She became the only woman to lead a rebellion against the government of Uganda, yet she remains poorly understood. Today, she is dismissed as a "witch," "prostitute," and "prophet." Who exactly was Lakwena? What motivated her to lead the rebellion? This course introduces students to themes of gender and militarism in Africa. Students work with a range of documents about Lakwena and her movement, including court records, detective reports, eye-witness testimony, receipts, and newspapers. Students use these records to compose scripts and produce a forty-five-minute podcast for the general public.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Africa)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Otim, Patrick

Instructor Permission Required: No

HIST S26 ¡Revolución! Debating Mexico

The year is 1911 and Mexico just ended a thirty-year dictatorship. Now civil war looms as revolutionaries, reformers, and conservatives cannot agree on what should happen next. In this course, students investigate some of the most pressing issues of the Mexican Revolution by assuming the role of historical figures in a Reacting to the Past “game” that transforms the classroom into a constitutional congress. There they attempt to shape Mexico’s future, including what to do about voting rights, land reform, workers' rights, education, and women's rights.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): LALS S26

Instructor: Melvin, Karen

Instructor Permission Required: No

HIST S28 Wabanaki History in Maine

Wabanaki, or "the people of the Dawnland," include the Abenaki, Penobscot, Passamaquoddy, Mi'kmaq, and Wolastoqey (or Maliseet) nations. This course examines the ways that Wabanaki have adapted to, fought with, and lived alongside European invaders and their descendants in the region now known as Maine. Students examine some of the ways that European Americans' racism has erased Wabanaki presence in the state and its history, the meanings of sovereignty in a state that still retains a great deal of influence over native peoples, and the role of environmental change in shaping Wabanaki cultural practices. Given widespread ignorance about Wabanaki in the state and at Bates College, students' final research projects will address contemporary Wabanaki efforts to become more visible and more respected. In most years students will spend several nights off campus to meet Wabanaki educators, so students with on-campus commitments should consider whether they can complete this course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C045, C059, C068, C091

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hall, Joseph

Instructor Permission Required: No

HIST S37 The Middle Ages through Film and Television

Most people’s first encounters with the “Middle Ages” are through fictional films & television programs. The purpose of this course is to help us explore the common themes & tropes utilized in popular media that construct a particular image of the period. In particular, this course will challenge the veracity of these constructs & consider how the presentation of the past feeds into racist, colonialist, & white-supremacist/nationalist ideas of the Middle Ages. The course will focus on popular film & television that

was/is widely consumed. We will also move away from “Hollywood” depictions of the period to examine the Middle Ages in Middle Eastern & Asian cinema. Prior coursework on medieval topics (history, literature, religion etc.) is recommended.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS S37

Instructor: Lynch, Sarah

Instructor Permission Required: No

Interdisciplinary Studies

Students may propose individual majors that cross one or more boundaries of the college's established fields of study. A self-designed interdisciplinary major requires a detailed academic program with a list of courses to be included in the major drawn from at least two departments or programs, and one senior thesis (INDS 457, 458), capstone project, or comprehensive examination.

Further guidelines and an application for the individual interdisciplinary major are available from the registrar. Proposals for interdisciplinary majors must be submitted to the registrar for approval by the Curriculum Review Committee by 1 March in the sophomore year. Proposals must include a faculty advisory board of at least three faculty members who have agreed collectively to act as major advisors. One of these faculty members also serves as thesis advisor unless the student's program includes an alternative capstone project or comprehensive examination. A student with an individual interdisciplinary major graduates with a degree in interdisciplinary studies.

Course Offerings

INDS 250 Interdisciplinary Studies: Methods and Modes of Inquiry

Interdisciplinarity involves more than a meeting of disciplines. Practitioners stretch methodological norms and reach across disciplinary boundaries. Through examination of a single topic, this course introduces students to interdisciplinary methods of analysis. Students examine what practitioners actually do and work to become practitioners themselves. Cross-listed in Africana, American studies, and gender and sexuality studies. Prerequisite(s): AFR 100, AMST 200, or GSS 100, and one other course in Africana, American studies, or gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

INDS 457 Interdisciplinary Senior Thesis

Independent study and writing of a major research paper in the area of the student's interdisciplinary major, supervised by an appropriate faculty member. Students register for INDS 457 in the fall semester. Interdisciplinary majors writing an honors thesis register for both INDS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

INDS 458 Interdisciplinary Senior Thesis

Independent study and writing of a major research paper in the area of the student's interdisciplinary major, supervised by an appropriate faculty member. Students register for Interdisciplinary Senior Thesis 458 in the winter semester. Interdisciplinary majors writing an honors thesis register for both Interdisciplinary Thesis 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Interdisciplinary Courses

Interdisciplinary courses fully engage more than two distinct intellectual disciplines. They are identified by the subject code INDS. The departments and programs in which INDS courses are cross-listed are listed in each INDS course description. Interdisciplinary courses are integral to the course offerings of the cross-listing departments and programs.

The list below includes INDS-designated courses in the curriculum. The list does not represent a specific course of study.

Course Offerings

INDS 130 Food in Ancient Greece and Rome

This course examines the history of the food supply for agrarian and urban populations in ancient Greece and Rome; malnutrition, its probable impact on ancient economies, and its uneven impact on populations; famine; the symbolism of the heroic banquet—a division of the sacrificial animal among ranked members of society, and between men and gods; cuisine and delicacies of the rich; forbidden food; the respective roles of men and women in food production, and their unequal access to food supply; dietary transgression; and sacred food. Cross-listed in classical and medieval studies, gender and sexuality studies, and history. Not open to students who have received credit for CMS s28.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C054, C083

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: O'Higgins, Laurie

Instructor Permission Required: No

INDS 200 Women's Movements and Religion across East Asia

What are the key challenges faced by women's movements across East Asia? What roles do religious ethics and cultural norms play in creating either obstacles or opportunities for women activists who seek to counter gender disparity in the pursuit of economic development? Do religious traditions offer challenges or resources for socioeconomic reform? From Islam among Malay and Hui Chinese communities to Confucian-influenced Christianity among South Korean communities, this course provides an opportunity to explore how women's movements in East Asia engage with religious and cultural traditions in their struggles for human rights and civil liberties, as well as equal access to education, labor markets, affordable childcare, and other development opportunities. Recommended background: one course in anthropology, economics, history, sociology, or politics. Cross-listed in Asian studies, gender and sexuality studies, and religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Akhtar, Ali
Instructor Permission Required: No

INDS 209 Pixelated Parts: Race, Gender, Video Games

This course considers the politics of race, gender, and sexuality as they emerge in video games and their surrounding ecosystems: in games and their conditions and processes of production, in the representations and spaces of identification that come with the play of games, in the communities that players generate among themselves, and in the affective and material interactions that result when players look at a screen, hold a controller, type on a keyboard, and move a mouse. Cross-listed in anthropology, digital and computational studies, and gender and sexuality studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (DCS: Critical Digital St.)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rubin, Josh
Instructor Permission Required: No

INDS 211 U.S. Environmental History

This course explores the relationship between the North American environment and the development and expansion of the United States. Because Americans' efforts (both intentional and not) to define and shape the environment were rooted in their own struggles for power, environmental history offers an important perspective on the nation's social history. Specific topics include Europeans', Africans', and Native Americans' competing efforts to shape the colonial environment; the impact and changing understanding of disease; the relationship between industrial environments and political power; and the development of environmental movements. Cross-listed in American studies, environmental studies, and history.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C068
Department/Program Attribute(s): (History: Modern)(History: United States)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Hall, Joseph
Instructor Permission Required: No

INDS 214 Afro-Latinx Diasporas in the United States

Over the last two decades, Afro-Latinx culture and history has become a rich area of study. Emphasizing ethnographic approaches, this course examines how racial formations, gender and national belonging have historically and recently intersected in the production and representation of Blackness within Latinx spaces. Students draw from decolonial frameworks and use different media to critically analyze how anti-Blackness rooted in the myth of racial democracy shapes Afro-Latinx cultures in the U.S. Recommended background:

coursework in Africana, anthropology, gender and sexuality studies, or Latin American and Latinx studies. Crosslisted in Africana, anthropology, and Latin American and Latinx studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

INDS 221 Venice to Tokyo: Religion and Trade along the Spice and Silk Routes

This course examines the intersection of religion and trade along the silk and spice routes that linked Venice and Istanbul with Isfahan, Malacca, Nanjing, and Tokyo in the medieval and early modern periods (800-1800 C.E.). Adherents of Christianity, Judaism, Islam, Hinduism, Buddhism, Daoism, Confucianism, and other spiritual traditions traversed these trade routes as merchants, diplomats, and pilgrims. As cultural brokers connecting Europe, the Middle East, and East Asia, these merchants transmitted objects as diverse as silk textiles, relics, and texts on philosophy and ethics. This course follows the transfer of culture and commerce along these trade routes, focusing on a key thematic question: How are urban economies impacted by religion and culture? Cross-listed in Asian studies, classical and medieval studies, and religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C051, C066, C090

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Akhtar, Ali

Instructor Permission Required: No

INDS 285 Welcome to Paradise: The United States and the Caribbean

This course explores the relationship of codependency between the United States and the Caribbean by highlighting power dynamics within the region. It goes beyond the perception of the Caribbean as a space of leisure or disasters to show how the U.S. imperial stance has affected the experiences of Caribbean people and how Caribbean people have resisted U.S. hegemony. By examining a variety of sources and historical scholarship that offer a transnational reading of these historical processes, students analyze how the circulation of goods, images, people, and ideas profoundly influenced the political, material, and social cultures in both spaces. Special attention is given to issues of race, gender, ethnicity, tourism, and immigration. Cross-listed in Africana, American studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Essame, Jeanne

Instructor Permission Required: No

INDS 287 Chinese Drama and Storytelling

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What are the social, historical, and cultural contexts of these traditions? What can stories and plays tell us about the worlds from which they came? While learning to read the texts as literary works, we will also pay attention to their lives in performance. The first half of the course is devoted to dramatic literature of the 14th to 19th centuries; the second half focuses on modern Chinese drama, in conjunction with the history of Chinese film and the continued interactions between literature, stage and screen. Recommended background: prior coursework in Asian studies, film studies, or theater. Crosslisted in Asian studies, Chinese, and theater.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lu, Zhenzhen

Instructor Permission Required: No

INDS 290 A History of the Caribbean

This survey of the Caribbean offers a history that is too often neglected, but is foundational to the modern world. The course begins with pre-Columbian indigenous societies, European colonization, enslavement, indenture, and emancipation, before delving into twentieth-century movements for decolonization, from Garveyism to the Cuban Revolution, and ending with studies of present-day challenges posed by neoliberalism, neocolonialism, and climate change. The course is designed to be equally informative for students who haven't previously thought much about the Caribbean and those who know the region intimately.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Becker, Michael

Instructor Permission Required: No

INDS 295 Afro-diasporic Activism

This course examines Afro-diasporic connections in the twentieth century. Beyond the artistic encounters that generated new visual or musical expressions that celebrated black pride, this course explores transnational black activism spanning across the United States, the Caribbean, and Europe from the Harlem Renaissance to the Black Power movement. By looking at the historical processes that made room for people of African descent from different backgrounds to unite against racial oppression and colonialism at specific points in time, this course analyzes diaspora as a political practice. Students consider black political thought

and cultural production to investigate the making of global blackness. Cross-listed in Africana, American Studies and History. Cross-listed in Africana, American studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Essame, Jeanne

Instructor Permission Required: No

INDS 301D U.S. Immigration in the Twentieth Century: A Gender Perspective

People have fled their countries to escape political, ethnic, or religious persecution, wars, dire economic conditions, or the consequences of natural disasters. Historical processes such as the global cold war have resulted in various population movements. How did gender expectations, relations, and rights impact migrants? This seminar examines the role of gender in the migration experience and migration settlement practices. By looking at case studies, it explores how migrants have negotiated gendered and racialized structures in the United States. Students read a range of texts highlighting several aspects of the migrant experience such as shifting gender roles. Cross-listed in American studies, gender and sexuality studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Essame, Jeanne

Instructor Permission Required: No

INDS 301G Black Resistance from the Civil War to Civil Rights

From antebellum slavery through twentieth-century struggles for civil rights, black Americans have resisted political violence, economic marginalization, and second-class citizenship using strategies ranging from respectability to radicalism. Engaging with both historical and modern scholarship, literary sources, and other primary documents, this course explores the diverse tactics and ideologies of these resistance movements. By considering the complexities and contradictions of black resistance in American history and conducting source-based research, students develop a deep understanding of the black freedom struggle and reflect on the ways that these legacies continue to shape present-day struggles for racial justice. Cross-listed in Africana, American studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Historical Persp.)(History: Early Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baker, Andrew

Instructor Permission Required: No

INDS 301S Environmental History of China

This course investigates the deep historical roots of China's contemporary environmental dilemmas. From the Three Gorges Dam to persistent smog, a full understanding of the environment in China must reckon with millennia-old relationships between human and natural systems. In this course students explore the advent of grain agriculture, religious understandings of nature, the impact of bureaucratic states, and the environmental dimensions of imperial expansion as well as the nature of kinship and demographic change. The course concludes by turning to the socialist "conquest" of nature in the 1950s and 1960s and China's post-1980s fate. Cross-listed in Asian studies, environmental studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C047

Department/Program Attribute(s): (History: Early Modern)(History: Modern)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Chaney, Wesley

Instructor Permission Required: No

INDS 301Y The Spanish Inquisition

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society. Students read and analyze original Inquisition cases from Spain and New Spain as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, witchcraft, and the persecution of Jews and Muslims. Cross-listed in history, Latin American and Latinx studies, and religious studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Melvin, Karen

Instructor Permission Required: No

INDS 301Z Race and U.S. Women's Movements

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Plastas, Melinda

Instructor Permission Required: No

INDS 302 Black Feminist Activist and Intellectual Traditions

This seminar examines the intersections of gender with Black racial and ethnic identities as they have been and are constructed, expressed, and lived throughout the anglophone and francophone African/Black diaspora. The course not only pays special attention to U.S. women and the movements where they lead or participate; but it also devotes substantial consideration to African, Caribbean, Canadian, European, and Australian women of African descent. The course combines approaches and methodologies employed in the humanities, social sciences, and arts to structure interdisciplinary analyses. Using Black feminist (womanist), critical-race, and queer theories, students examine Black women's histories; activism; resistance; and cultural, intellectual, and theoretical productions, as well as digital literacy. Cross-listed in Africana, American studies, and gender and sexuality studies. Prerequisite(s): one course offered by the Program in Africana, the Program in American Studies, or the Program in Gender and Sexuality Studies.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

INDS 305 Art, Power, and Politics

An anthropological examination of the relationship among art, power, and politics. What can the artistic works of various societies say about their worlds that other creations cannot? What claims can art make about the workings of power, and what artistic techniques does power itself employ? Students consider these and other questions from a number of different perspectives, including the politics of perception, the place of art in modern life, the artistry of terror, the art of protest and propaganda, and the dream of building a beautiful regime. Recommended background: familiarity with classical social theory, especially Marx, is encouraged but not necessary. Cross-listed in Africana, American studies, and anthropology.

Prerequisite(s): one course in Africana, American studies, anthropology, art and visual culture, or gender and sexuality studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rubin, Josh

Instructor Permission Required: No

INDS 306 Queer Africana: History, Theories, and Representations

This course examines the debates among authors, politicians, religious leaders, social scientists, and artists in Africa, the African Americas, and Afro-Europe about non-normative sexualities, throughout the diaspora. While the course analyzes histories of sexualities, legal documents, manifestos by dissident organizations, and anthropological and sociological treatises, it focuses primarily on textual and cinematic representations, and proposes methods of reading cultural productions at the intersection of sexualities, race, ethnicities, and gender. Cross-listed in Africana, English, and gender and sexuality studies. Recommended background: at least one course offered by the Program in Africana, the Program in Gender and Sexuality Studies, or one course in literary analysis.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C022, C037

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)(English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

INDS 307 Spaces of Black Liberation

This course examines Black Feminisms in the Americas through an anthropological lens. Using decolonial frameworks, students engage with media created by Black womxn with an emphasis on Brazil and the United States. They analyze how Black communities exercise everyday forms of resistance through knowledge sharing, communal care, art (music, visual and performance), refusal, abolition, and other forms of social and political activism. Prerequisite(s), which may be taken concurrently: one course in Africana, anthropology, gender and sexuality studies, or sociology. Recommended background: coursework in the humanities or social sciences. Crosslisted in Africana, anthropology, and gender and sexuality studies.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

INDS 321 Afroambiente: Escritura negra y medio ambiente

This course studies the response of black writers and intellectuals of the Spanish-speaking world to issues related to the natural environment. In several countries, including Colombia, Ecuador, Puerto Rico, and Equatorial Guinea, from colonial times to the present, modernity has brought serious challenges to notions of economic progress, human rights, and national sovereignty as well as individual and communal identity.

Course materials include written texts from local newspapers and magazines as well as other sources of information such as websites that present issues related to the environment and the arts. All readings are in English. Taught in Spanish. Cross-listed in Africana, environmental studies, Hispanic studies, and Latin American and Latinx studies. Prerequisite(s): one 200-level Hispanic studies course above 211. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008, C016, C032, C038, C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

INDS 325 Black Feminist Literary Theory and Practice

This seminar examines literary theories that address the representation and construction of race, gender, and sexuality, particularly, but not exclusively, theories formulated and articulated by Afra-diasporic women such as Spillers, Ogunyemi, Carby, Christian, Cobham, Valerie Smith, Busia, Lubiano, and Davies. Students not only analyze theoretical essays but also use the theories as lenses through which to explore literary productions of women writers of Africa and the African diaspora in Europe and in the Americas, including Philip, Dangarembga, Morrison, Gayl Jones, Head, Condé, Brodber, Brand, Evariston, Zadie Smith and Harriet Wilson. Cross-listed in Africana, English, and gender and sexuality studies. Strongly recommended: at least one literature course.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C038, C041, C060

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

INDS 352 Preserving the Vibration: Digitizing the Legacy of Vertamae Smart-Grosvenor

This course introduces public and digital humanities through the life and work of noted journalist, food anthropologist, and public broadcaster Vertamae Grosvenor. Public humanities is concerned with facilitating conversations on topics of humanistic inquiry with the community at large. Digital studies provide unconventional ways to engage communities in public dialogues for the greater good. Drawing from books, operas, NPR audio segments, interviews, cookbooks, and other artifacts of Grosvenor, students create and curate a digital archive. Themes include Gullah culture, African American migration, foodways, memoir, public memory, and monuments. Leading theories and methods of black feminism, material culture, race, food studies, new media and digital humanities are foregrounded. Cross-listed in Africana, American studies, digital and computational studies, and gender and sexuality studies.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Critical Digital St.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Beasley, Myron

Instructor Permission Required: No

INDS 382 Latinx Film

This course introduces students to the field of Latinx studies through the lens of Latinx representations in United States film. By analyzing various films that feature Latinx characters, actors, and stories, students learn about the diversity of the Latinx population in the United States and develop an understanding of the key sociopolitical issues Latinx individuals face. Through the medium of film, themes such as immigration, gender, ethnicity and race, and the policing of Brown bodies gives students a more nuanced understanding of the largest growing minority population in the United States while also providing them the terms and skills necessary for audiovisual analysis. Taught in English. Cross-listed in American studies, Hispanic studies, and Latin American and Latinx studies. Only open to juniors and seniors. Recommended background: AM/AN 207, AMST 200, HISP 228, LL/PT 208, or RFSS 120.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fernandez, Laura

Instructor Permission Required: No

INDS S14 International and Islamic Finance: Dubai, Istanbul, Singapore

What is Islamic finance and why has it become central to global banking services and business school curricula? In a world of globalized banking, how does Islamic finance relate to international lending patterns, foreign direct investment, bank partnerships, bilateral trade deals, and Islamic ETFs (stock exchange-traded funds)? What is the future of Islamic fintech in cashless payment, cryptocurrencies, and microcredit across emerging markets? What can annual earnings reports and balance sheets of publicly traded companies tell us about how Western banks leverage customer interest in Islamic finance when marketing Western financial services? This course examines these questions with emphasis on American, British, and Japanese banking activities abroad. Crosslisted in Asian studies, economics, and religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Akhtar, Ali

Instructor Permission Required: No

INDS S15 Health, Culture, and Community

This course examines dimensions of health through classroom and community-based experiences, with a special emphasis on current public health issues. The course covers the history and organization of public health; methods associated with health-related research; disparities in health, including those related to race, class, and gender; public policy and health; population-based approaches to public health; and cultural constructions of health and illness. The course is designed to be integrative: expertise from different disciplines is used to address current challenges in public health. Cross-listed in anthropology, biology, and psychology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Buccigrossi, Mike

Instructor Permission Required: No

INDS S18 Wilde Times: Scandal, Celebrity, and the Law

Oscar Wilde, an icon today, was popular in his own time as well. His relationship with Alfred Douglas was an open secret despite the fact that homosexuality was at the time a criminal offense. Indeed, Wilde's sexuality was tolerated until he sued Douglas' irascible father for libel. This course begins with the 1895 trials, seeking to understand cultures of sexuality in a period notorious for sexual repression, and contextualizing issues they raise of scandal and the law, celebrity, gender, and sexuality. Designed to encourage independent research, the course guides students through the research process, drawing to the fore histories often hidden from view. Cross-listed in European studies, gender and sexuality studies, and history.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C013, C024

Department/Program Attribute(s): (History: European)(History: Modern)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Shaw, Caroline

Instructor Permission Required: No

INDS S21 Economic Ecologies: Anthropology, Digital Humanities, and Climate Change in the North Atlantic

This course provides a multidisciplinary introduction to the north of Iceland as a unique site to explore culture and nature from the medieval era to the present. Students examine local knowledges and folklore to better understand the rapidly changing climate. They investigate how locals work with global scholars to document and better understand humans' relationship to the natural world, using interdisciplinary tools from climate and social sciences, medieval and premodern studies, and digital media studies. Students apply what they learn by documenting the cultural and economic ecologies around them at Bates and in Maine through ethnographic and digital humanities methods. Crosslisted in anthropology, classical and medieval

studies, and environmental studies. Recommended background: prior coursework in anthropology and/or environmental studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hughes, Jen

Instructor Permission Required: No

INDS S22 Puppets: Theory, Practice, and Play

This interdisciplinary course examines the questions, concepts, and potential surrounding puppets through a combination of hands-on work and play with puppets, discussion, readings, and viewings of puppet performances. Readings and other materials offer perspectives on what puppets are, how they interact with audiences, and what makes puppet performance a distinct forum for exploring questions about bodies and identities. Students test these ideas together using actual puppets to see how theory and practice collide. The course concludes with a collective project using puppets to engage with the community at Bates and beyond. Crosslisted in European studies, Russian, and theater.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stephenson, Cheryl

Instructor Permission Required: No

INDS S24 Creating Interactive Digital Art in Twine

Twine is a free, open-source programming tool for designing nonlinear, interactive multimedia pieces. Using CSS and HTML, Twine allows users to combine and customize text, hyperlinks, audio, images, video, animation, and formatting. Implementation of conditional logic allows for complexity to arise in the composition and interaction of various media. Creative output can look like interactive fiction, experimental nonfiction, nonlinear poetry, games, and more. Students explore technical and creative approaches through low-stakes sketch compositions, and produce a finished, original piece by the conclusion of the term. Final projects are presented in a public exhibition. Crosslisted in art and visual culture, digital and computational studies, and music. Recommended background: some experience with digital art, creative writing, visual art, music/sonic art, computer programming, or web design/graphic design.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C023, C093

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Tamirisa, Asha

Instructor Permission Required: No

INDS S38 Cannibalism as an Eating Disorder in the Conquest of America

Christopher Columbus coined the word cannibal during his first voyage to the American continent. The word and the concept have been used ever since to situate the Other, people to be conquered or worthy of destruction. This course explores historical texts of the conquest that describe cannibalism and challenge the practice's very existence among Caribs, Aztecs, Incas, and enslaved Africans. Students explore the related concept of the manhunt, the use by the state of modern and ancient technologies of persecution against individuals and groups it has determined to eliminate. This course is taught in English.. Cross-listed in Africana, American studies, Hispanic studies, and Latin American and Latinx studies. Recommended background: course work in Africana, American studies, anthropology, gender and sexuality studies, history, or literature.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016, C035, C066, C072

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

INDS S41 Black Genealogies

This course introduces students to the issues, politics, and the methodologies of Black genealogy. It begins and centers exploration with Africana texts and films that represent lineages of people of the Black Atlantic. It augments these texts with cookery books and historical texts about diasporic arts and crafts. Recommended background: coursework in Africana, American studies, gender and sexuality studies, or American or African histories or literatures. Crosslisted in Africana, American studies, and English.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Houchins, Sue

Instructor Permission Required: No

Latin American and Latinx Studies

Professors Fra-Molinero (Hispanic Studies), Melvin (History), and Pieck (Environmental Studies); Associate Professors Pérez-Armendáriz (Politics, chair), and Pridgeon (Hispanic Studies)

The interdisciplinary program in Latin American and Latinx studies brings together different methods of inquiry to better understand the cultures, societies and environments of Latin America and its diasporas, including the many communities that historically predated the United States, people who have immigrated to the United States from various parts of Latin America, and their descendants. The program also explores the importance of Latin America and Latinx communities in a global context. Latin American and Latinx studies provides opportunities for students seeking to deepen connections with their own Latin American and/or Latinx heritage.

Latin American and Latinx studies offers interdisciplinary and critical perspectives on colonialism, religion, race and ethnicity, politics, gender and sexuality, indigeneity, environments, language, cultural production, migration, and economics within the region's societies. Course offerings draw from Africana, anthropology, environmental studies, gender and sexuality studies, Hispanic studies, history, politics, and religious studies. Students learn about a diverse area of the world that includes Mexico, Central America, South America, the Caribbean, and the United States. They also consider the ongoing relevance of the interactions of the region's indigenous population with people coming from Europe, Africa, and Asia for more than half a millennium. The on-campus curriculum and programming is supplemented with opportunities for off-campus study in Latin America and the Caribbean.

More information is available on the [Latin American and Latinx Studies program website](#).

Major Requirements

Students majoring in Latin American and Latinx studies or Latin American studies must complete a total of nine courses, one of which must be a 300-level seminar. Additionally, students must complete a senior thesis. To ensure a breadth of studies, the nine Latin American and Latinx studies courses must be from at least four different departments or programs including Africana, American Studies, Anthropology, Art and Visual Culture, Environmental Studies, Gender and Sexuality Studies, History, Music, Politics, Religious Studies, Sociology, and Hispanic Studies.

Spanish Proficiency

Because proficiency in Spanish is required for courses in Hispanic studies, students are strongly encouraged to consult with their advisor and the chairs of Latin American and Latinx studies and Hispanic studies to plan their course sequence and confirm they meet any prerequisites. More information on Hispanic studies may be found on the website.

Additional Available Courses

In addition to the courses offered by or cross-listed in Latin American and Latinx studies, the following courses may be used to fulfill the major in Latin American and Latinx studies:

- ENVR 242 Environment, Human Rights, and Indigenous Peoples.
- HISP 210 Writing in Spanish.
- HISP 222 Short Narrative in the Spanish-speaking World.
- HISP 327 Gendered Experiences in the Américas Borderlands.

Senior Project Description

Planning for the senior thesis (LALS 457 or 458) begins in the junior year with the submission of a thesis proposal. Information on the proposal may be found on the Latin American and Latinx studies program website (bates.edu/latin-american-studies). The thesis should relate thematically to the student's course work and the student should consult with their thesis advisor to develop the proposal.

Courses Taken Outside of Bates

Majors must take a minimum of six courses, in addition to the thesis, from Bates faculty members. Students may use a maximum of three credits taken elsewhere (off-campus study or transfer courses) toward the major requirements, subject to program approval. To request that an external course count toward the major, students should submit a copy of the syllabus to their academic advisor, preferably before they register for the class. To be eligible to count for program credit, students should submit material beyond lectures and exams, including some combination of outside reading assignments and substantive written work that includes instructor feedback. Courses taken off-campus may count toward the breadth-of-study requirements with the approval of the program chair. Courses taken abroad may not substitute for the required 300-level senior seminar or thesis, which must be taken at Bates.

Pass/Fail Policy

Courses taken Pass/Fail may not count toward the Latin American and Latinx Studies major.

Course Offerings

LALS 181 Creating Latin America: A History

Beginning with the lead up to the first encounters between Europeans and Americans and ending with the challenges of globalization in the twenty-first century, this course offers a chronological and topical overview of 500 years of Latin American history. It examines individual lives within the frameworks of sweeping political, social, and cultural transformations. Students use primary documents, images, texts, and film to explore major themes of the course, including conquest and colonialism, independence and the creation of new nations, and twentieth-century social revolutions and military dictatorships. Special attention is given to issues of race, gender, religion, and relationships with the United States.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST 181

Instructor: Melvin, Karen

Instructor Permission Required: No

ANLS 205 Citizenship, Borders, and Belonging

Increasing levels of globalization have prompted scholars to predict the diminishing importance of national borders. Contrarily, in the age of detention, deportation, and refugee crises, citizenship has gained renewed importance. In this course, students explore different ways of organizing citizenship around the world from multiple perspectives including those of refugees, visa seekers, unauthorized immigrants, soldiers, and mothers, among others. They examine how formal framings of rights are shaped by a politics of representation where the ideal citizen is crafted and contested. They also consider how those excluded from legal and cultural citizenship form alternative structures of belonging.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C026, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lyon, Jacqueline

Instructor Permission Required: No

LALS 208 Latinx Politics

This course explores the role of Latinos in the state and national politics of the United States. It begins by examining the meaning of Latino, then explores the history of Latino political organization, social movements (civil rights), and political incorporation (citizenship acquisition, registration and voting). The course considers contemporary Latino participation in U.S. politics, including modes of political organization, social movements, public opinion, the impact of Latino voters on recent campaigns and elections, and the election of Latinos to public office. Although the course gives particular attention to Mexicans, Puerto Ricans, Dominicans, Salvadorans, and Cubans, it also serves as an introduction to the broader study of ethnic politics in the United States. Recommended background: PLTC 115.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 208

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

ANLL 211 Legacies of Colonialism in Latin America

This course offers an introduction to Latin American cultures and societies through film and text. Students consider how race, class, and gender were codified in the colonial era, and how broad-scale political violence created intimate forms of violence in Latin America. They examine how the legacy of colonialism is maintained through discourses and national narratives that uphold racial democracy, and how historically marginalized populations have fought against such harmful claims under dictatorships and democratic governments. Prerequisite(s): one course in anthropology, economics, education, history, politics, psychology, or sociology. Recommended background: some knowledge of Latin America and/or race theories.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mena, Meryleen

Instructor Permission Required: No

ANLL 238 Culture, Conflict, and Change in Latin America

Over 400 million Latin Americans share a common language, but the region's racial, ethnic, geographical, and cultural diversity complicates a singular continental identity. This course surveys the anthropological scholarship on the diverse lifeways in Latin America and the Caribbean. Images and texts drawn from distinct locales considers how contrasting anthropological perspectives from the region's peoples, histories, and contemporary challenges. Of particular concern are the ways legacies of colonialism shape both Latin America and anthropology. Additional topics of interest include indigenous and Afro-Latinx resistance and expression; immigration, transnationalism, and deportation; sex, gender, and sex work.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C026, C059

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lyon, Jacqueline

Instructor Permission Required: No

LALS 243 International Development

This course casts a critical eye on the international development complex and its varied consequences for environments and communities worldwide. Students first consider the colonial origins of the development idea, its institutional growth in the twentieth century, and various theoretical approaches to development. Drawing heavily on case studies and voices from across the global South, the course then explores major environment-development quandaries such as extractive industries, large infrastructure projects, public health, famine and food security, climate change adaptation, disaster relief, and foreign aid, all the while measuring them against development's shifting aspirations: poverty alleviation, social justice, and sustainability. Prerequisite(s): ENVR 204 or any course in Latin American and Latinx Studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 243

Instructor: TBA, Staff

Instructor Permission Required: No

LALS 249 Politics of Latin America

This course considers how major political and economic actors, events, and ideas from the late nineteenth century to the beginning of the twenty-first contribute to strengthening or weakening democratic governance in South America today. Students consider mass politics and populism, regime breakdown and military rule, the twin challenges of democratic transitions and neoliberal economic reforms, and finally the post-transition challenges of persistent low quality of democracies and income inequality. Recommended background: HI/LL 181 and PLTC 122.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 249

Instructor: Perez-Armendariz, Clarisa; Puck, Logan

Instructor Permission Required: No

LLPT 264 U.S. - Latin American Relations

What is it like to live beneath the most powerful country in the world? This course analyzes the long and complicated relationship between the United States and Latin America. Students explore how domestic and international political and economic factors have shaped the development of this relationship. They also investigate the impact of U.S. policies on individual Latin American countries and the varied responses to them by groups and individuals in the region. Recommended background: HI/LL 181 and PLTC 122.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Puck, Logan

Instructor Permission Required: No

LALS 268 US Latinx History: From Empire to Detentions

This course introduces students to the history of Latinx Americans drawing on the distinct experiences of Puerto Ricans, Chicanxs/Mexicanxs, Dominican Americans, Central Americans, and Cuban Americans. The course underscores international processes (imperialism and immigration) as central forces in the formation of U.S. Latinx communities. This global perspective accompanies a focus on the relationship between Latinx culture and American society, the dynamic role of women in the shaping of Latinx American communities, and origins and place of Latin American-origin immigrants in U.S. society.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 268

Instructor: Bernardino, Erik

Instructor Permission Required: No

LALS 270 The Spanish Empire: From Madrid to Manila

The world became permanently connected during the sixteenth and seventeenth centuries. While some have identified the origins of this globalization in Europe, the Spanish empire offers a different perspective. The ties of empire were forged throughout its vast territories: from Madrid to Manila. This course considers questions of identity and belonging in it, including for "old Christian" Spaniards, recent Jewish converts to Christianity, Muslims, Africans and their descendants, and indigenous peoples of the Americas and the Philippines. It also takes up questions of imperial scale, including global commerce, royal authority, and how people, knowledge, and beliefs moved throughout empire.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C059, C066, C089

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): HIST 270

Instructor: Melvin, Karen

Instructor Permission Required: No

LALS 273 US Immigration: From the "Uprooted" to the Rise of the Immigration Regime

"Give me your tired, your poor, your huddled masses yearning to breathe free" encapsulates the belief that the United States is a nation of immigrants, yet that can be an oversimplification of a deeply complex issue. This course explores the various reasons people migrate, acculturate, and what it means to be an "American" and an immigrant. Students review immigration records to examine how issues of poverty, sexual orientation, gender, race, and political affiliation affected how people "breathe free" and navigated the US immigration regime from the late-nineteenth to the twenty-first centuries.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): AMST 273, GSS 273, HIST 273

Instructor: Bernardino, Erik

Instructor Permission Required: No

HILS 279 The Age of Revolution: Latin American Edition

During the decades surrounding the turn of the nineteenth century, uprisings in the Americas challenged colonial authority. This course examines some of those uprisings in the Spanish Americas, including the 1780s Tupac Amaru Rebellion the deadliest and perhaps most violent rebellion in the Americas up until that time and the wars that eventually led to independence. We also discuss what it was like to live during the time of these tumultuous events. The first Latin American novel, *The Mangy Parrot*, provides the basis for exploring topics that include race, gender, crime, and daily life.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041, C059, C066

Department/Program Attribute(s): (History: Early Modern)(History: Latin American)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melvin, Karen

Instructor Permission Required: No

LALS 295 Montezuma's Mexico: Aztecs and their World

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 295, REL 295

Instructor: TBA, Staff

Instructor Permission Required: No

LALS 301D Regulating Intimacy: Histories of the Labor of Sex in North America

In 1875, the United States signed into law the first restrictive federal immigration law that prohibited Chinese Women “imported for the purpose of prostitution.” The Act’s enforcement hinged on the suspicion of all immigrant Chinese women were sex workers at the border. By the turn of the twentieth century, government surveillance of women’s sexual lives extended beyond Chinese women and other immigrant groups into the interior of the United States with passage of the 1910 Mann Act that made it a felony to

transport “any woman or girl for the purpose of prostitution.” The Federal Bureau of Investigations (FBI) was the government agency responsible for enforcing the act. This course explores the intertwined ways labor, morals, and gender policing worked at the boundaries of North America to erase women's sexual labor. Organized regionally, the course will explore sex work across Canada, Mexico, and the United States in the late nineteenth and twentieth centuries.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301D, HIST 301D

Instructor: Bernardino, Erik

Instructor Permission Required: No

LALS 301W Latin America during the Cold War

This course examines Latin American experiences during the cold war from a historical perspective. Students explore how some of the revolutionary transformations, military coups and governments, wide-scale human rights violations, and civil wars shaped the region between the 1950s and the 1980s. Topics covered include Guatemala's 1954 coup and thirty-year civil conflict, revolution in Cuba, and military dictatorships in Chile and Argentina. Students use and analyze primary sources, including declassified government documents, Truth Commission reports, memoirs, and films.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301W

Instructor: Melvin, Karen

Instructor Permission Required: No

HILL 301X All Power to All People: Social Movements of the 1960s

In 1964, free speech activist Mario Savio exclaimed, "There is a time when the operation of the machine becomes so odious... you've got to put your bodies upon the gears ...and you've got to make it stop." In this seminar students consider the social movements of the 1960s, a period idealized, criticized, and misunderstood in U.S. history. They examine key themes, goals, and tensions within the Chicana/o, Native American, Women's, and Black Power movements as groups and individuals used their bodies and voices to contest the meaning of American society, and their lasting impacts on US society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bernardino, Erik

Instructor Permission Required: No

HSLS 302 Minor Subjects: Childhood and Adolescence in Latin American Film and Literature

In recent years, film and literature from across the globe have been increasingly interested in childhood experiences and perspectives. Contesting popular beliefs that childhood is an innocent and apolitical experience, Latin American film and literature have depicted the child figure both as a complex, agentic character and as a site of tension for issues of race, class, gender, and national politics. This course conceptualizes global theories on childhood studies in conversation with the historical, political, and social realities with which authors and filmmakers engage through stories of childhood experiences. Only open to juniors and seniors. Prerequisite(s): HISP 211. Recommended background: HISP 224.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Pridgeon, Stephanie

Instructor Permission Required: No

LALS 303 The Spanish Inquisition

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Y, REL 314

Instructor: Melvin, Karen

Instructor Permission Required: No

LALS 304 Poesía de resistencia: From Antipatriarchy to Anti-imperialism

The course explores antipatriarchy and anti-imperialist poetry written by women in twentieth- and twenty-first-century Spanish America. It grounds its exploration on historical writers such as Sor Juana Inés de la Cruz and Micaela Lastenia Larriva, who wrote against the gender paradigm brought to the Américas by the Spanish. It closely examines the work of Rosario Castellanos and Domitila Barrios Chúngara and the transition from antipatriarchy to anti-U.S. imperialism, and the presence of poetry as a weapon in defense of civil liberties. Special attention is given to contemporary poetry written by indigenous and Afro-descendant women of the Spanish-speaking Américas. Prerequisite(s): HISP 210.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C016

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HISP 304

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

LALS 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic

Black Africans affected the Atlantic culture immediately after 1492. Their words and deeds impacted the institutions of the time in Spain, Portugal, and their overseas empires in the early modern period. Black people transmitted the cultural practices of their African native lands through the Diaspora, but they also were protagonists of the European Renaissance wherever they lived. Palenques of cimarrones—settlements of self-liberated Blacks—dismantled slavery and helped Blacks build a new conception and practice of human freedom. Black men and women wrote and sang, and were represented in the literary works of Cervantes, Lope de Vega, Inca Garcilaso, Guamán Poma de Ayala, and Sor Juana Inés de la Cruz. This course will be taught in English.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041, C059, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 309, HISP 309

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

LALS 317 Screening Citizenship: Jewish Latin American Film

This course considers films from throughout Latin America made by Jewish directors. Students learn the history of Latin American film production as well as terms and skills necessary for audiovisual analysis. The course examines the ways in which film is used as a vehicle to explore and represent issues of identity, belonging, immigration, and assimilation that have long characterized Jewish experiences in Latin America. Moreover, the course focuses on filmmakers' engagement with key social and political issues within their respective countries as well as on a regional or global scale. Taught in Spanish. Recommended background: HISP 228. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C038

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HISP 317

Instructor: Pridgeon, Stephanie

Instructor Permission Required: No

HSLL 319 LatinxPoetry: To Translate

The course introduces students to the growing "presence" of Latinx poetry. It acquaints students with the interdisciplinary approaches used in translation such as postcolonial, humanistic geography, linguistic anthropology, cultural and literary studies. The course addresses the racial and ethnic enunciations embedded in lyrical expression while exploring the experience of place, and the linguistic landscape being created by bi/trilingual poets. Critical thinking, transcultural dialogue, and auditive intuition are elements used in the process of translation. In addition, students document their individual processes of translation from English to Spanish in blog-style format, as well as present their work in dialogic-workshop format. Prerequisite(s): one 200-level Hispanic studies course above 211. Recommended background: HISP 211.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

LLPT 323 Crime, Violence, and Security in Latin America

Despite a region-wide shift to democracy, Latin America possesses higher rates of violence in the 21st century than any other region in the world. Why? This course analyzes the root causes of crime and violence and its impact on Latin America. Through the examination of specific cases, students explore the various manifestations of crime and violence occurring in the region and responses to it by states, citizens, and private entities. Some key themes include the significance of weak and corrupt institutions; legacies of authoritarianism; police reform; the war on drugs; and the emergence of private security.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Puck, Logan

Instructor Permission Required: No

HSLS 325 Weaving Memory and Trauma: Contemporary Spanish American Novel

The contemporary Spanish American novel that engages historical political violence does so from an intimate, textured view of memory and trauma. The memory and experience are entwined within recognizable but revised forms of fiction to accommodate voices in tension, while a cohesive plot shapes and allows for the questioning of memory placement and the articulation of trauma. Contrary to the "gran novelas" of the twentieth century, the contemporary novel textures violence by integrating voices that question ideological pronouncements of the twentieth century. Prerequisite(s): one 200-level Hispanic studies course above 211. Recommended background: HISP 230.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aburto Guzman, Claudia

Instructor Permission Required: No

HSLL 341 Lectura americana de Cervantes

A present-day reading in America of Don Quijote de La Mancha and other key texts of the Spanish and Spanish American Renaissance. This course examines themes of Islamophobia, white supremacy, conquest and empire, the slave trade, the quest for utopias, and the construction of historical narratives that shape the politics of the day. Students analyze myths and legends of the marvelous real such as the fountain of youth in Florida, the island of California, the return to the Golden Age, fabulous cities and unbelievable real ones (Mexico-Tenochtitlan, Cuzco) that are admired and destroyed, and a fake island in Louisiana called Barataria. Students consider issues that obsessed people in Cervantes' time: the expulsion of Muslims, hatred of Jews, war, gender roles and women's freedom, mental and physical disability, and changes to the environment in the form of windmills. Taught in Spanish. Prerequisite(s): one 200-level Hispanic studies course above HISP 211. Recommended background: HISP 231. Only open to juniors and seniors.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C018, C035, C066

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

LALS 353 Political Violence in Latin America

Why is public life in contemporary Latin America so violent? Political violence is inherent to revolutions, civil wars, and authoritarian regimes. In contrast, one of the merits of democracy is that it facilitates the peaceful allocation of resources and power. For much of the twentieth century, Latin America struggled with insurgencies, civil war, and repressive authoritarian regimes. A wave of democratic transitions in the 1980s and 1990s brought renewed hope for peace, justice, and the protection of civil liberties, but political violence persists. This course explores the puzzling persistence of violence throughout the region. Recommended background: HI/LL 181; PLTC 122, 249, s49, or another research methods course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PLTC 353

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

LALS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LALS 390 Afro-Latinoamérica

The 500-year presence of Africans and their descendants in the Spanish-speaking world has produced a significant body of literature by Blacks and about Blacks. Spanish America was the main destination of the African diaspora. Writers of African descent attest to the struggle for freedom and the abolition of slavery as well as anti-colonialism. Their literature shows how the participation of Blacks in the wars of Latin American independence was a struggle for their emancipation. Afro-Hispanic writers in Spain, the Americas, and Africa use their art and ideas to address the postnational migrations of the twenty-first century, a diaspora that has not ceased. Recommended background: AFR 100. Only open to juniors and seniors. Prerequisite(s): HISP 210 or 211.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C016, C038, C041, C059

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): AFR 390, HISP 390

Instructor: Fra-Molinero, Baltasar

Instructor Permission Required: No

LALS 457 Senior Thesis

An in-depth independent study of Latin American and Latinx studies. Majors register for LALS 457 in the fall semester. Majors writing an honors thesis register for LALS 457 in the fall semester and LALS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LALS 458 Senior Thesis

An in-depth independent study of Latin American and Latinx studies. Majors register for LALS 458 in the winter semester. Majors writing an honors thesis register for LALS 457 in the fall semester and LALS 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

LALS S20 Latina Power! U.S. Latina Labor History

One of the first major labor victories for Mexican Americans came from an unlikely source: young, Latina organizers. This course examines these women, their organizing, and the larger contexts of labor movements and the place of Latina women in the mid-twentieth century, focusing on the 1938 Pecan Shellers Strike in San Antonio, Texas, led by an 18-year-old strike leader Emma Tenayuca, and Luisa Moreno, a Guatemalan immigrant who organized workers in Florida and California. Grounded in feminist theory, the course places the strike and Latina workers as critical in core social tensions of the time.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST S20

Instructor: Bernardino, Erik

Instructor Permission Required: No

LALS S26 ¡Revolución! Debating Mexico

The year is 1911 and Mexico just ended a thirty-year dictatorship. Now civil war looms as revolutionaries, reformers, and conservatives cannot agree on what should happen next. In this course, students investigate some of the most pressing issues of the Mexican Revolution by assuming the role of historical figures in a Reacting to the Past “game” that transforms the classroom into a constitutional congress. There they attempt to shape Mexico’s future, including what to do about voting rights, land reform, workers' rights, education, and women's rights.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (History: Latin American)(History: Modern)

Class Restriction: None

Cross-listed Course(s): HIST S26

Instructor: Melvin, Karen

Instructor Permission Required: No

Mathematics

Professors Greer, Salerno, and Wong; Associate Professor Ott (chair); Assistant Professors Sanogo and Storch; Visiting Assistant Professors Martínez-Rivera, Montgomery and Sheydvasser; Visiting Instructor Balcomb; Lecturer Coulombe

A dynamic subject, with connections to many disciplines, mathematics is an integral part of a liberal arts education, and is increasingly vital in understanding science, technology, and society. Entry-level courses introduce students to basic concepts and hint at some of the power and beauty behind these fundamental results. Upper-level courses and the capstone experience provide majors with the opportunity to explore mathematical topics in greater depth and sophistication, and to delight in the fascination of this important discipline.

The department assists students planning to study mathematics in choosing an appropriate starting course. Based on a student's academic background and skills, the department recommends a 100-level course, MATH 205, MATH 206, or a more advanced course. For more information, the department offers suggestions on the site [Selecting Your First Math Course](#). The mathematics department offers a major and a minor in mathematics.

More information is available on the [Mathematics department website](#).

Major Requirements

The mathematics major requirements accommodate a wide variety of student interests and career goals. Courses provide broad training in undergraduate mathematics, preparing majors for graduate study, and for positions in a wide variety of careers, such as government, industry, and the teaching profession.

1. Core

Complete the following courses:

- MATH 205 Linear Algebra
- MATH 206 Multivariable Calculus
- MATH 221 Introduction to Abstraction

MATH 221 Introduction to Abstraction must be taken at Bates, and can only be taken after a full semester at Bates. The department encourages students to take this course during the sophomore year, at which time it can count toward the [W2] requirement. Completion of MATH s21 satisfies the MATH 221 requirement.

2. Electives

a. Analysis or Algebra

Complete at least one course from the following:

- MATH 301 Real Analysis
- MATH 309 Abstract Algebra I

A student may take both of these courses, but one of them must be taken at Bates. The department encourages students to take this before beginning a senior thesis or senior seminar.

b. Courses 300 and Higher

Complete at least 2 300- and/or 400-Level Mathematics courses or courses cross-listed with Mathematics, and which may not include independent study (MATH 360 or s50), senior thesis (MATH 457 or 458), senior seminar (MATH 495), or any Short Term course.

c. Modeling and Differential Equations

Complete at least one course from the following:

- MATH 219 Differential Equations
- MATH 255 Topics in Mathematical Modeling
- MATH 355 Topics in Computational Mathematics

d. Additional Elective Course Options

Complete at least 2 additional elective Mathematics courses or courses cross-listed with Mathematics numbered 200 or higher during a semester, or s30 or higher during Short Term, and which may not include independent study (MATH 360 or s50), senior thesis (MATH 457 or 458), or senior seminar (MATH 495).

One course from the following may count as one of these electives:

- ECON 255 Econometrics
- PHYS 301 Mathematical Methods of Physics

An important note about electives: Although a course may satisfy two or more stipulations, a student must still take six distinct elective courses

3. Senior Capstone

Complete at least one of the following:

- MATH 457 Senior Thesis
- MATH 458 Senior Thesis
- Any MATH 495 Senior Seminar series course

The selection of senior thesis or senior seminar requires departmental approval. The senior thesis or senior seminar requirement must be completed during the student's last year at Bates. Students satisfy their [W3] requirement by successful completion of either a senior thesis or a senior seminar.

Courses Taken Outside of Bates

Of the nine courses (205, 206, 221, and six electives) required for the mathematics major, up to four may be taken at other institutions, in off-campus study programs, or in other Bates departments, subject to these limitations: 1) MATH 221 (Introduction to Abstraction) must be completed at Bates. 2) At least one of MATH 301 (Real Analysis) and MATH 309 (Abstract Algebra I) must be completed at Bates. 3) At least three of the remaining five elective mathematics courses must be completed at Bates, listed or cross-listed in the Bates mathematics department.

If a student intends to apply transfer credit for a course taken at another college or university as equivalent to a Bates math course, it is strongly recommended that they have that course preapproved for transfer by the math department chair.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major in Mathematics.

Minor Requirements

Designed either to complement another major or to be pursued for its own sake, the minor in Mathematics provides a structure for obtaining a significant depth in mathematical study.

1. Calculus

Complete the following courses:

- MATH 105 Calculus I
- MATH 106 Calculus II

Successful completion of only MATH 106, or of MATH 206, satisfies this requirement, even if no course credit has been granted by Bates.

2. Upper-Level Courses

Complete the following courses:

- MATH 205 Linear Algebra
- MATH 206 Multivariable Calculus

3. Electives

Complete three elective Mathematics courses, or courses cross-listed with Mathematics, numbered 200 or higher during a semester, or s20 or higher during Short Term, not including independent study or thesis (MATH 360, 457, 458, or s50).

Courses Taken Outside of Bates

If you intend to apply transfer credit for a course taken at another College or university as equivalent to a Bates math course, it is strongly recommended that you have that course pre-approved for transfer by the Math department chair.

Short Term Courses

S20 or higher courses are eligible for the 3 elective mathematics courses portion of the minor.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor in Mathematics.

Other Considerations

No Bates courses lacking the mathematics subject code (MATH or MA) can be counted toward the mathematics minor. At least two of the three elective mathematics courses must be taken at Bates; at most one elective taken at another institution can count towards the minor.

Course Offerings

MATH 101 Working with Data

Techniques for analyzing data are described in ordinary English without emphasis on mathematical formulas. The course focuses on graphical and descriptive techniques for summarizing data, design of experiments, sampling, analyzing relationships, statistical models, and statistical inference. Applications are drawn from everyday life: drug testing, legal discrimination cases, and public opinion polling. Not open to students who have received credit for BIO 244, ECON 250 or 255, ENVR 181, MATH 215 or 315, PLTC 218, PSYC 218, or SOC 305.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 105 Calculus I

While the word calculus originally meant any method of calculating, it has come to refer more specifically to the fundamental ideas of differentiation and integration that were first developed in the seventeenth century. The subject's early development was intimately connected with understanding rates of change within the context of the physical sciences. Since then, it has proven to be widely applicable throughout the natural sciences and some social sciences, as well as crucial to the development of most modern technology. This course develops the key notions of derivatives and integrals and their interrelationship, as well as applications. An emphasis is placed on conceptual understanding and interpretation, as well as on computational skills. Students concurrently enroll in a discussion section. Students must read the mathematics department calculus questions page before registering. Not open to students who have Calculus on their high school transcripts with a grade of B or above, or who have received equivalent course credit through AP, IB, or A-Level examination scores. Successful completion of MATH 106 or 206 fulfills all Bates requirements for MATH 105. Not open to students who have received credit for MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balcomb, Scott

Instructor Permission Required: No

MATH 106 Calculus II

A continuation of Calculus I. Further techniques of integration, both symbolic and numerical, are studied. The course then treats applications of integration to problems drawn from fields such as physics, biology, chemistry, economics, and probability. Differential equations and their applications are also introduced, as well as approximation techniques and Taylor series. Students concurrently enroll in a discussion section.

Recommended background: MATH 105 or equivalent. Students must read the mathematics department calculus questions page before registering. Not open to students who have received equivalent course credit through AP, IB, or A-Level examination scores. Successful completion of MATH 106 fulfills all Bates requirements for MATH 105. Successful completion of MATH 206 fulfills all Bates requirements for MATH 106. Not open to students who have received credit for MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chari, Sara; Greer, Meredith; Martinez-Rivera, Xavier

Instructor Permission Required: No

MATH 110 Great Ideas in Mathematics

Is mathematics composed of impenetrable formulas to be memorized, a series of insurmountable cliffs to be scaled? Are there individuals who can think logically and creatively, but never "do math"? In this course, students are asked to use their imagination to grapple with challenging mathematical concepts. The process enables them to master techniques of effective thinking, experience the joy of discovering new ideas, and feel the power of figuring out things on their own. Together they contemplate some of the greatest and most intriguing creations of human thought. Not open to students who have received credit for ECON 250 or 255 or any math course numbered 200 or above.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Balcomb, Scott; TBA, Staff

Instructor Permission Required: No

MATH 205 Linear Algebra

Vectors and matrices are introduced as devices for the solution of systems of linear equations with many variables. Although these objects can be viewed simply as algebraic tools, they are better understood by applying geometric insight from two and three dimensions. This leads to an understanding of higher dimensional spaces and to the abstract concept of a vector space. Other topics include orthogonality, linear transformations, determinants, and eigenvectors. This course should be particularly useful to students majoring in any of the natural sciences or economics. Prerequisite(s): MATH 105 or 106.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Montgomery, Martin; Ross, Chip; TBA, Staff

Instructor Permission Required: No

MATH 206 Multivariable Calculus

This course extends the ideas of Calculus I and II to deal with functions of more than one variable. While calculations make straightforward use of the techniques of single-variable calculus, more effort must be spent in developing a conceptual framework for understanding curves and surfaces in higher-dimensional spaces. Topics include partial derivatives, derivatives of vector-valued functions, vector fields, integration over regions in the plane and three-space, and integration on curves and surfaces. Prerequisite(s): MATH 106.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chari, Sara; TBA, Staff

Instructor Permission Required: No

MATH 214 Probability

Probability theory is the foundation on which statistical data analysis depends. This course together with its sequel, MATH 215, covers topics in mathematical statistics. Both courses are recommended for math majors with an interest in applied mathematics and for students in other disciplines, such as psychology and economics, who wish to learn about some of the mathematical theory underlying the methodology used in their fields. Prerequisite(s): MATH 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

MATH 215 Statistics

The sequel to MATH 214. This course explores inferential methods in statistics. Topics may include sampling distributions, point and interval estimation, hypothesis testing, analysis of variance, and linear regression. While applications are discussed, considerable emphasis is placed on the mathematical theory of statistics. Prerequisite(s): MATH 214.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 219 Differential Equations

A differential equation is a relationship between a function and its derivatives. Many real-world situations can be modeled using these relationships. This course is a blend of the mathematical theory behind differential equations and their applications. The emphasis is on first- and second-order linear equations. Topics include existence and uniqueness of solutions, graphical approaches, numerical methods, and applications such as population modeling and mechanical vibrations. Prerequisite(s): MATH 205 and either 106 or 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Martinez-Rivera, Xavier; TBA, Staff

Instructor Permission Required: No

MATH 221 Introduction to Abstraction

An intensive development of the important concepts and methods of abstract mathematics. Students work individually, in groups, and with the instructor to prove theorems and solve problems. Students explore such topics as proof techniques, logic, set theory, equivalence relations, functions, and algebraic structures. Writing is a main focus, with emphasis on mathematical conventions, expectations, and presentation, including the use of LaTeX for typesetting symbols and formulas. The course provides exposure to what it means to be a mathematician.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Greer, Meredith; TBA, Staff

Instructor Permission Required: No

MATH 225 Number Theory

The theory of numbers is concerned with the properties of the integers, one of the most basic mathematical sets. Seemingly naive questions of number theory stimulated much of the development of modern mathematics and still provide rich opportunities for investigation. Topics include classical ones such as primality, congruences, quadratic reciprocity, and Diophantine equations, as well as more recent applications to cryptography. Additional topics such as computational methods, elliptic curves, or an introduction to analytic methods may be included. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Coulombe, Grace
Instructor Permission Required: No

MATH 233 Mathematics for Social Justice

This course teaches quantitative literacy, critical thinking and problem solving skills in a socially relevant context. Students use mathematics as a powerful analytic framework for understanding and developing realistic solutions to issues of social, political, and economic justice. The overarching goal of this course is for students to develop the ability and inclination to use mathematics to understand, and improve, the world around them. Prerequisite(s): MATH 106. Recommended background: MATH 205.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

MATH 255A Mathematical Models in Biology

Mathematical models are increasingly important throughout the life sciences. This course provides an introduction to a variety of models in biology, with concrete examples chosen from biological and medical fields. Students work both theoretically and with computer software to analyze models, compute numerical results, and visualize outcomes. Prerequisite(s): MATH 205.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): C006, C062, C065
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): BIO 255A
Instructor: Greer, Meredith
Instructor Permission Required: No

MAPH 255E Nonlinear Models and Chaos

A model is a simplified description of a system in mathematical and/or conceptual terms. Models help us understand how systems work and behave. The goals of this course are threefold: building models of natural systems, exploring their underlying mathematical structures and similarities, and simulating them with computers. Concepts acquired from simple systems in physics are applied to more complex systems in areas of biology, environment, climate, and social dynamics. Prerequisite(s): MATH 105 or 106 and PHYS 107.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): C006
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 295 Sophomore-Junior Seminar

With varying subject matter, this writing-attentive seminar addresses both the oral and written communication of mathematics. The seminar focuses on understanding why rigor is necessary and what constitutes effective communication of mathematical ideas to different audiences. Students practice peer editing and peer reviewing, and learn how to write effective grant and thesis proposals. Prerequisite(s): MATH 221 or s21.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 301 Real Analysis

An introduction to the foundations of mathematical analysis, this course presents a rigorous treatment of fundamental concepts such as limits, continuity, differentiation, and integration. Elements of the topology of the real numbers are also covered. Prerequisite(s): MATH 205, 206, and 221.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ott, Katy

Instructor Permission Required: No

MATH 306 Advance

This course explores techniques for solving huge linear systems, covering both the theory behind the techniques and the computation. The course reviews and further develops concepts from MATH 205 and uses them to efficiently solve problems across natural and social sciences. Problems are drawn from numerical analysis, mathematical biology, data analysis and machine learning, imaging and signal processing, chemistry, physics, economics, computer science, engineering, and other disciplines. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 308 Complex Analysis

This course extends the concepts of calculus to deal with functions whose variables and values are complex numbers. Instead of producing new complications, this leads to a theory that is not only more aesthetically pleasing, but is also more powerful. The course should be valuable to those interested in pure mathematics as well as those who need additional computational tools for physics or engineering. Topics include the geometry of complex numbers, differentiation and integration, representation of functions by integrals and power series, and the calculus of residues. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 309 Abstract Algebra I

An introduction to basic algebraic structures common throughout mathematics. These may include the integers and their arithmetic, modular arithmetic, rings, polynomial rings, ideals, quotient rings, fields, and groups. Prerequisite(s): MATH 205, and 221.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 312 Geometry

This course studies geometric concepts in Euclidean and non-Euclidean geometries. Topics include isometries, arc lengths, curvature of curves and surfaces, and tessellations, especially frieze and wallpaper patterns. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

MATH 313 Topology

The notion of "closeness" underlies many important mathematical concepts, such as limits and continuity. Topology is the careful study of what this notion means in abstract spaces, leading to a thorough understanding of continuous mappings and the properties of spaces that they preserve. Topics may include metric spaces, topological spaces, continuity, compactness, connectedness, homotopy theory, fixed-point theorems, and applications of these topics in areas such as geographic information systems, robotics, and game theory. Prerequisite(s): MATH 205, 206, and 221.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

DCMA 316 PIC Math: Topics in Industrial Mathematics

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MATH 316 PIC Math: Community Engaged Data Science

This PIC Math (Preparation for Industrial Careers in Mathematical Sciences) course is intended for students with a strong interest in industrial applications of mathematics and computation. Students work in teams on a research problem identified by a community partner from business, industry, or government. Students develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, effective communication, independent thinking, problem solving, and final products. Prerequisite(s): MATH 205 and 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 316

Instructor: TBA, Staff

Instructor Permission Required: Yes

ECMA 342 Optimal Control Theory with Economic Applications

Optimal control theory unifies numerous economic problems related to the creation and use of physical capital. This course introduces optimal control theory as a tool for dynamic optimization and applies that theory to a variety of classic economic problems involving capital. Among the economic problems examined are optimal use of a renewable resource, optimal use of a nonrenewable resource, and optimal economic growth when growth begets pollution. The course includes formally proving Pontryagin's maximum principle, which characterizes dynamic optima, in the special case context of common economic problems. Prerequisite(s): MATH 205, 206, and one economics course.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Murray, Michael

Instructor Permission Required: No

MATH 355A Numerical Analysis

This course studies the best ways to perform calculations that have already been developed in other mathematics courses. For instance, if a computer is to be used to approximate the value of an integral, one must understand both how quickly an algorithm can produce a result and how trustworthy that result is. While students implement algorithms on computers, the focus of the course is the mathematics behind the algorithms. Topics may include interpolation techniques, approximation of functions, solving equations, differentiation and integration, solution of differential equations, iterative solutions of linear systems, and eigenvalues and eigenvectors. Prerequisite(s): MATH 106 and 205.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 355A, MATH 218

Instructor: TBA, Staff

Instructor Permission Required: No

DCMA 355D Dynamical Systems and Computer Science

The study of long-term behaviors of feedback processes, the field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting and repelling cycles and witness the complicated dynamics and chaos a simple quadratic function can exhibit. Real and complex functions are considered. Simultaneously, students learn sound computer science fundamentals by writing Visual Basic programs that illustrate the theory of dynamical systems. In particular, students plot both orbit and bifurcation diagrams, Julia sets, and the Mandelbrot set. The course explores

both dynamical systems and computer science in depth, thus requiring four meetings per week.

Prerequisite(s): MATH 221 or s21.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ross, Chip

Instructor Permission Required: No

MATH 355D Chaotic Dynamical Systems

The field of dynamical systems is best understood from both theoretical and computational viewpoints, as each informs the other. Students explore attracting and repelling cycles and witness the complicated dynamics and chaos a simple function can exhibit. Topics include chaos in discrete versus continuous dynamical systems, bifurcations, and attractors, with applications to biology and physics. While there will be a significant computational component to the course, previous coding experience is not required.

Prerequisite: MATH205. Recommended: MATH219.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 355D, MATH 365F

Instructor: Ross, Chip

Instructor Permission Required: No

MATH 355H Numerical Linear Algebra

This course studies the best ways to perform calculations that have been developed in Linear Algebra. Topics may include solving systems of equations, error and condition numbers, least squares, and eigenvalues and singular values.

Prerequisite(s): MATH 205

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DCS 355H

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus,

and permission of the chair are required. Students may register for no more than one independent study per semester. This course may not be used to fulfill requirements for the mathematics major or minor in mathematics.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 457 Senior Thesis

Prior to entrance into MATH 457, students must submit a proposal for the work they intend to undertake toward completion of a thesis. Open to all majors upon approval of the proposal. Required of candidates for honors. Students register for MATH 457 in the fall semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 458 Senior Thesis

Prior to entrance into MATH 458, students must submit a proposal for the work they intend to undertake toward completion of a thesis. Open to all majors upon approval of the proposal. Required of candidates for honors. Students register for MATH 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH 495A Factoring in Numerical Monoids

Integers enjoy a key property: by the Fundamental Theorem of Arithmetic, every nonzero integer can be factored uniquely into a product of prime integers. What can we say about factorizations into irreducible elements in other algebraic structures? Does uniqueness always hold? If not, which tools can we use to measure how different the factorizations of an element can be? In this seminar, we explore numerical monoids, and we investigate several factorization invariants to measure how far factorizations are from being unique. Prerequisite(s): MATH 301 or 309.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Saccon, Silvia
Instructor Permission Required: Yes

MATH 495B Generalized Stokes Theorem

The famous theorems of Gauss, Green, and Stokes in multivariable calculus have many important applications in the study of electromagnetic fields, heat diffusion, fluid dynamics, and complex analysis. Moreover, they are all generalizations of the (one dimensional) Fundamental Theorem of Calculus. These results assert that a certain (k dimensional) integral over a region is the (k-1 dimensional) integral over the boundary of the region, culminating in the so-called Generalized Stokes Theorem. This seminar aims to explore this general form of the classical Stokes Theorem and related topics, including the concept of differential forms. Prerequisite(s): MATH 301 or 309.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Wong, Peter
Instructor Permission Required: Yes

MATH 495D Chaotic Dynamical Systems

One of the major scientific accomplishments of the last twenty-five years was the discovery of chaos and the recognition that sensitive dependence on initial conditions is exhibited by so many natural and man-made processes. To really understand chaos, one needs to learn the mathematics behind it. This seminar considers mathematical models of real-world processes and studies how these models behave as they demonstrate chaos and its surprising order. Prerequisite(s): MATH 301.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Ross, Chip
Instructor Permission Required: Yes

MATH 495F Mathematical Exposition

Students in this course will explore mathematical concepts through primary sources and then prepare expository pieces aimed at varying audiences. They will also review math writing in the popular press. Students consider advanced topics in fields related to the instructors' expertise.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

MATH 495H Cryptography

Public key cryptography is at the center of most secure transactions these days, from using a credit card online to sending and signing secure messages. The security of a cryptosystem relies on finding solutions to difficult math problems like factorization of large numbers and the discrete logarithm problem. After an introduction to the basics, each student studies various methods of encryption like the RSA cryptosystem, the Diffie-Hellman key exchange, Elliptic Curve Cryptography, and various methods of breaking these encryptions. These topics draw from previous knowledge in abstract algebra, analysis, geometry, and number theory. Computer algebra systems also are used to illustrate the applications. Prerequisite(s): MATH 301 or 309.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

MATH 495L The Fundamental Theorem of Algebra

Over the centuries, there have been numerous proofs of the Fundamental Theorem of Algebra (FTA), which asserts that every polynomial of degree n must have at most n distinct roots over the complex numbers. The great German mathematician Carl F. Gauss (1777-1855) published no fewer than four different proofs of the result. While the name of the theorem foregrounds algebra, none of the known proofs is purely algebraic. Over the centuries, techniques from complex analysis, topology, and field extensions have been employed to give new proofs of the FTA. In this seminar, students explore some of these proofs where the methods are drawn from various subfields in mathematics. Prerequisite(s): MATH 309.

Modes of Inquiry: [QF]
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Wong, Peter
Instructor Permission Required: Yes

MATH 495M Infinite Series

An infinite series is the sum of the terms of an infinite sequence. In calculus we encounter infinite series of real numbers, for example, the geometric series. This course focuses on infinite series of functions, beginning with an introduction to function series and convergence. Students explore power series, Laurent series, and trigonometric series, culminating with an in-depth examination of Fourier series. Fourier series have numerous applications to areas such as partial differential equations, signal and image processing, acoustics and econometrics, to name only a few. Based on their interests, students investigate one or more of the aforementioned applications of Fourier series using current research papers and texts in mathematics and computer software. Prerequisite(s): MATH 301.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ott, Katy

Instructor Permission Required: Yes

MATH 495N Writing Mathematics with Data

The ultimate goal of this course is for students to produce data-driven mathematical articles that are ready for publication in a variety of venues that value both content and exposition. From the start, the class reads and analyzes articles from several such venues, identifying the features that are common in many of the most enjoyable articles. Mathematical topics of focus will be applications, involving data, of ideas from Bates courses including Linear Algebra, Multivariable Calculus, and more. We derive additional motivation and context through discussions of metacognition, models of scholarship, and frameworks of learning. In all, this senior seminar serves as a culmination of the math major by means of synthesizing ideas, creating a new scholarly product, and communicating results to an audience beyond our classroom. Prerequisite(s): MATH 221.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MATH S11 The Mathematics of SET

Mathematics is a useful tool to analyze games and puzzles, and, conversely, puzzles and games can be used to explore new mathematical concepts. In this course, students learn how to play the SET game, explore mathematical ideas and questions related to SET, and discover the mathematics by working through investigations in small teams. This process enables students to enhance their reasoning, collaborative, and communication skills as well as experience the power of figuring out things on their own.

Modes of Inquiry: None

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Saccon, Silvia
Instructor Permission Required: No

DCMA S34 Community-Engaged Data Science

This course is intended for students with a strong interest in applied problem solving. Students work in multidisciplinary teams on a research problem identified by a community partner from business, industry, or government. Working with community partners, students gain insights from data, building skills in reproducible analysis (literate programming and version control) and collaboration, using modern programming tools and techniques. This course emphasizes putting knowledge into practice, including going beyond individual fields of study to solve real world problems and understand community partner needs. Students will build skills in project management, using agile methodologies and weekly meetings with community partners designed to foster co-development and iterative and incremental project delivery. Students will develop their mathematical and programming skills as well as skills and traits valued by employers of STEM professionals, such as teamwork, reproducible analysis, effective communication, independent thinking, and problem solving. Prerequisite(s): DCS 204, 210, or 211; or MATH 205 or 206. Not open to students who have received credit for DC/MA 316.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Baker, Laurie
Instructor Permission Required: No

MATH S35 The Mathematics of the Mad Veterinarian

This course combines ideas from linear algebra, graph theory, basic group theory, and modern mathematical developments to explore recreational puzzles called "Mad Veterinarian" scenarios. Students use mathematics and computational tools to understand and develop solutions to these scenarios. The goal of this course is for students to engage with certain technical details in mathematics, with an eye towards whimsy and having fun. Prerequisite(s): MATH 205.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Montgomery, Martin
Instructor Permission Required: No

MATH S45M Enumerative Combinatorics

In how many ways can we put twenty letters in addressed envelopes such that no letter goes into the correct envelope? In how many ways can we seat ten people around a table so that two of them who are friends are seated next to each other? Techniques for enumeration have been developed over centuries to answer such questions. This course covers the basic methods of counting via binomial coefficients and bijections. Through projects, students apply the methods to explore algebraic structures such as permutations, magic squares, and symmetric structures that are useful in computer science and coding theory. Prerequisite(s): MATH 205. Recommended background: MATH 221 or s21.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Jayawant, Pallavi

Instructor Permission Required: No

MATH S45R Introduction to Geometric Group Theory

In the 1980s, M. Gromov introduced a new approach to the study of infinite groups, namely the study of groups as geometric objects. Since then, the field of geometric group theory has flourished and is one of the most active areas of current mathematical research. This course presents the rudiments of geometric group theory. Prerequisite(s): MATH 221 or s21. Recommended background: MATH 309.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Wong, Peter

Instructor Permission Required: No

MATH S45T Mathematical Image Processing

Digital image processing is a field essential to many disciplines, including medicine, astronomy, astrophysics, photography, and graphics. It is also an active area of mathematical research with ideas stemming from numerical linear algebra, Fourier analysis, partial differential equations and statistics. This course introduces mathematical methods in digital image processing, including basic image processing tools and techniques with an emphasis on their mathematical foundations. Students implement the theory using MATLAB. Topics may include image compression, image enhancement, edge detection, and image filtering. Students conceive and complete projects, either theoretical or practical, on an aspect of digital image processing. Prerequisite(s): MATH 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (DCS: Programming & Theory)

Class Restriction: None

Cross-listed Course(s): DCS S45T

Instructor: Ott, Katy

Instructor Permission Required: No

Music

Professor Chapman; Associate Professors Fatone and Miura (chair); Assistant Professor Tamirisa; Visiting Lecturer Morris

The Department of Music gives students the opportunity to study music from cultural, historical, theoretical, psychological, creative, and interpretive perspectives, including study of Western and non-Western classical, popular, and experimental musical traditions. Most of the courses offered are suitable for general liberal arts students. Music majors and minors have the opportunity to pursue individual interests in depth. In recent years, students have completed interdisciplinary and double-major programs including substantial work in music.

MUS 101, 103, 110, 203, 212, 248, and 249—courses introducing musical traditions and concepts—are open to all students without prerequisite. MUS 231 is the beginning course in music theory; students considering a major or minor in music should take it as early as possible. Students seeking to begin course work in music theory (MUS 110 or 231) should contact the chair of the music department to arrange a placement exam by the beginning of the semester. MUS 218, DC/MU 219, and MUS 235 are introductory courses in composition. MUS 270, private instruction in vocal or instrumental performance, is open to first-year students with permission of the instructor. MUS 290 (Musical Ensemble Performance) is open to any student who qualifies to participate in one of the department's faculty-directed performing organizations: the American String Band, College Choir, College Orchestra, Gamelan Ensemble, Jazz Band, Jazz Combo, and Steel Pan Orchestra.

More information is available on the [Music department website](#).

Major Requirements

The Music major consists of a minimum of 11 course credits.

1. Core

Complete the following courses:

- MUS 210 Classical Music in Western Culture
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- MUS 231 Music Theory I
- MUS 232 Music Theory II
- MUS 331 Music Theory III

2. Cultural Musicology

Complete at least one course from the following:

- MUS 247 History of Jazz
- MUS 248 Music in Contemporary Popular Culture
- MUS 249 African American Popular Music

3. Senior Thesis

Complete at least one course from the following:

- MUS 457 Senior Thesis
- MUS 458 Senior Thesis

4. Additional Courses

The remaining courses are chosen in consultation with the thesis advisor. No more than a total of 2 credits of applied music (MUS 270) and/or ensemble performance (MUS 290) may be counted toward the major.

Pass/Fail Policy

Pass/Fail grading may be elected for one course applied toward the major.

Minor Requirements

The Music minor consists of at least seven courses.

1. Core

Complete the following courses:

- MUS 231 Music Theory I
- MUS 232 Music Theory II

2. Additional Courses

Complete five additional Music courses.

This may include PHYS 103 Musical Acoustics/Lab and up to one credit (two semesters) of applied music or musical ensemble performance. MUS 101 Introduction to Listening cannot count toward the minor.

Pass/Fail Policy

Pass/Fail grading may be elected for one course applied toward the minor.

Course Offerings

MUS 101 Introduction to Listening

Reading and listening assignments, demonstrations, and class discussion provide the opportunity to become familiar with the basic materials and structure of music. The elements of music and the sociology of music making are studied, using primarily Western classical repertoire from various historical periods. Students also acquire a rudimentary musical language through basic ear training, in-class exercises, and frequent homework assignments. The course is open to, and directed toward, students unskilled in reading music as well as those with considerable musical experience.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 103 Music in World Cultures

This course introduces students to the fundamental elements of music in selected music cultures of the world. Lectures include use of recordings, films, live performance, and hands-on workshops with guest musicians to enhance each student's understanding of relationships among performance practices, aesthetic foundations, and belief systems. The course explores the basic principles of ethnomusicology, musical connections to dance and ritual, cross-cultural interactions and influences, and specific performance contexts in various cultural areas of the globe.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C026, C059, C061, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: No

MUS 110 Music Theory for Beginners

This course is designed for students interested in music, but with no formal background or training in Western music traditions. Students acquire a rudimentary musical language through basic ear training, in-class exercises, and frequent homework assignments. By the end of the course, students have a basic knowledge of how to translate music from an aural to a visual medium and vice versa. Students who can read music notation should take MUS 231.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

MUS 210 Classical Music in Western Culture

An introduction to the study of Western classical music. This course is at once a survey of representative works, an investigation of the concepts that have shaped the institutions and practices of classical music, and an introduction to the kinds of study that support classical music culture. The course considers the nature of a musical tradition in which works are defined by their place in a historical sequence and in which performance consists of interpreting historic written texts. Students choose a composer and a musical genre as subjects of individual projects. Prerequisite(s): any one course in music or permission of the instructor.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C066, C080
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

MUS 212 How Music Performs Culture: Introduction to Ethnomusicology

An introduction to the field of ethnomusicology, the study of "music as culture." Emphasis is on the interdisciplinary character of the field, and the diverse analytical approaches to music making undertaken by ethnomusicologists over time. The centrality of fieldwork and ethnography to the discipline is also a core concept of the course. Through readings, multimedia, and discussion, students examine relationships among ethnomusicology, musicology, anthropology, and world music, and consider the implications of globalization to the field as a whole. Students explore applied music learning as well as performance as a research technique through participation in several hands-on workshops with the Bates Gamelan Ensemble.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C026, C059, C080
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): ANTH 212
Instructor: Fatone, Gina
Instructor Permission Required: No

MUS 218 Soundscapes: Recording and Designing Sound

This course focuses on the creative acts of recording and sound design. Technical topics covered include recording (both studio and experimental techniques), microphone placement, editing and mixing in REAPER (an open source software), effects and digital processing, and sound design for stereo and multitrack speaker arrays. Creative assignments improve listening skills, foreground aural experience, increase awareness of sonic environments, and sharpen skills related to the use of sound as a sensory and communication medium. Listening and reading assignments support creative and technical concepts covered. Students generate three to four new, original sound-based works during the course of the semester,

one of which is refined for a final public listening session. Recommended background: interest in or experience with music, sound, or digital media.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Tamirisa, Asha

Instructor Permission Required: No

MUS 219 Composing Sonic Systems

This course takes computational and communications systems concepts, such as randomness, probability, generativity, signal processing, feedback, control (and non-control), and listening as parameters for electronic sound composition. Using the free, user-friendly visual programming environment, Pure Data (Pd), students create unique software-based artworks and compositions. Creative projects are grounded in theoretical and historical readings as well as listening assignments that provide context for the application of computational concepts and communications systems thinking to sonic arts practice. The course culminates in a final showing of sound art installations and performances. Recommended background: experience in one or more of the following: music composition, music performance, experimental arts, digital media, computer programming, electronics, media studies.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C023

Department/Program Attribute(s): (DCS: Praxis)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 219

Instructor: Tamirisa, Asha

Instructor Permission Required: Yes

MUS 231 Music Theory I

Beginning with a study of music cognition, the course proceeds with analysis and composition of metric and additive rhythms, modes, melodies, first and second species counterpoint, harmonic progressions, and musical form. The musical repertoire used includes popular and classical styles. The course includes practical ear-training, sight-singing, and keyboard work in additional weekly lab sessions. Students desiring to learn music notation should begin with MUS 101. Prerequisite(s): a reading knowledge of music.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): C005, C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

MUS 232 Music Theory II

A continuation of Music Theory I. Prerequisite(s): MUS 231.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 235 Music Composition

Composition may be pursued by students at various levels of expertise and training. The course includes a weekly seminar and private lessons, and concentrates on-without being limited to-contemporary idioms.

Prerequisite(s): MUS 232.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

MUS 247 History of Jazz

American jazz offers a rich tradition through which one can study music, race, and American history.

Through extensive listening, reading assignments, and interaction with musicians themselves, students explore the recorded history and contemporary practice of jazz. Prerequisite(s): one of the following: MUS 101 or 231.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C061, C080

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

MUS 248 Music in Contemporary Popular Culture

The last thirty years have witnessed a sea change in contemporary society, as dramatic technological and economic transformations have altered the way we see the world. This course addresses recent developments in popular music, jazz, and "art" music, examining how trends running from minimalism to hip hop and MTV comment upon this cultural environment. The course raises many questions: How has information technology altered our worldview? How does recent music reflect our ideas about race, class, gender, and sexuality? How does it disrupt conventional ideas about the separation between "high" and "low" culture?

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C040, C080
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Chapman, Dale
Instructor Permission Required: No

AFMU 249 African American Popular Music

The history of the twentieth century can be understood in terms of the increasing African-Americanization of music in the West. The rapid emergence and dissemination of African American music made possible through recording technologies has helped to bring about radical cultural change: it has subverted received wisdoms about race, gender, and sexuality, and has fundamentally altered our relationship to time, to our bodies, to our most basic cultural priorities. This course explores some crucial moments in the history of this African-Americanization of popular music and helps students develop an understanding of the relationship between musical sound and cultural practice.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C037, C040, C041, C061, C080
Department/Program Attribute(s): (Africana: Historical Persp.)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Chapman, Dale
Instructor Permission Required: No

MUS 251 Music and Cinema

Cinema has barely more than a hundred years of history, and sound was only introduced on screen in the 1920s. This course is designed for composers investigating the ways in which sound interacts with moving images beyond the preconceived notion of a "soundtrack." Traditional film scoring techniques such as underscoring and leitmotif are investigated through compositional and theoretical affinities between Hollywood film music and late romantic operas. Alternative approaches are explored through late twentieth-century narrative and experimental cinema. Students compose a score to a short silent film of their choice. Prerequisite(s): one of the following: MUS 235, 237, or 238.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C019
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Miura, Hiroya
Instructor Permission Required: No

MUS 252 Musics of Asia and the Pacific

Designed for students interested in music cultures based outside the West, this course introduces selected historical and contemporary musical traditions of East Asia, Southeast Asia, and the Pacific Islands, with an emphasis on the integration of music, dance, theater, and ritual. The mutual constitution of music and social worlds is a core premise of the course. Music and/as place, the performance of group and individual identities, and issues of cultural representation are unifying themes. Several hands-on sessions, in which students learn to play instruments of the Bates Indonesian gamelan, enhance the grasp of formal principles common to a variety of Southeast Asian musics. Regional/cultural focus may vary.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C026, C061, C080, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 252

Instructor: Fatone, Gina

Instructor Permission Required: No

MUS 253 Music and the Embodied Mind

An exploration of the nature of musical experience in cognitive, neuroscientific, and bodily terms. Does music belong to an altered state of consciousness or is it a function of our ordinary state of consciousness and bodily? Why does music compel us to move? Are the emotions that we experience through music the same as those that spring from our personal experiences? Is music essentially an interior experience, and if so, how does it connect us so powerfully to others? What are the relationships between music and language in the brain? How can music and speech become one in song? These questions, long fascinating to philosophers, are now being considered through the scientific study of the brain and mind. Recommended background: previous study of music, neuroscience, or psychology.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C005, C027, C031, C080

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 253

Instructor: Fatone, Gina

Instructor Permission Required: No

MUS 262 Performing Musical Theater

This course is a combination of theory and practice, which examines the history of musical theater, from the Golden Age of musicals to today, and emphasizes this American contribution to the social, literary and performing arts, while also introducing students to the process of embodying character while singing. The goal of this course is to help students better appreciate, analyze, and evaluate musical theatre and its performance practices through the use of required reading, videos of live performances as well as discussions of compositional and vocal techniques used for each work studied. The performance aspect of this course will be highlighted with a participation in a live or online final presentation at the end of the semester. No previous stage or singing experience necessary.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): ANTH 262, THEA 262

Instructor: Morris, Joelle

Instructor Permission Required: No

MUS 270 Applied Music

An exploration of the literature for voice or a solo instrument through weekly instruction. Problems of performance practice, style, form, and technique are emphasized equally. Individual instruction is available in banjo, double bass, electric bass, bassoon, clarinet, drum set, euphonium, fiddle, flute, French horn, guitar, harpsichord, oboe, organ, oud, classical or Middle Eastern percussion, classical or jazz piano, saxophone, sitar, tabla, trombone or bass trombone, trumpet, tuba, viola, violin, violoncello, and voice. Instruction may be available in other classical, jazz, folk, and non-Western instruments when demand exists. One-half credit is granted upon completion of every semester of MUS 270. The course may be repeated for a maximum of four course credits. Students register for the section(s) corresponding to the instrument(s) they are studying. A special fee of \$550 per semester is charged for each course. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 290A College Choir

Open to all Bates students and faculty, this ensemble develops the skill and knowledge to perform a wide range of musical styles and genres from a cappella to Broadway and major symphonic works from all periods. There is an emphasis in developing each singer's vocal ability in a positive environment as well as presenting performances with a high level of musicianship. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Morris, Joelle; Miura, Hiroya

Instructor Permission Required: No

MUS 290B American String Band Ensemble

Members of the American String Band study and perform a wide variety of American music that falls into the category of roots music, including but not limited to bluegrass, country, jazz, NewGrass, folk and rock

and roll played on traditional instruments. The band performs publicly at least once per semester. Students are required to practice between rehearsals. Admission is by audition; all string instruments (including mandolin, guitar, and banjo) and vocalists are welcome. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MUS 290C Gamelan Ensemble

Study of the bronze percussion ensemble of Indonesia gamelan. Instruction is provided in traditional and contemporary musical styles from and influenced by West and Central Java. Rehearsals are twice a week, and a performance is given every semester. No previous experience is necessary, and various skill levels are accommodated. Enrollment limited to availability.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: Yes

MUS 290D Jazz Band and Jazz Combo

The Jazz Band is a large ensemble that performs styles from classic big band and swing to funk and Afro-Cuban. Rehearsals are once a week, and practicing between rehearsals is required. The Jazz Band performs at least one concert per semester. The ensemble uses standard jazz band instrumentation, and students who play other instruments should consult the director. The Jazz Combo is an instrumental or vocal jazz setting in a small ensemble experience. Singers and instrumentalists may enroll. Basic instrumental proficiency, ability to read standard notation, and lead sheet or fake book improvisation skills are required. Admission is by audition. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MUS 290E Orchestra

Members of the College Orchestra study and perform music of all periods, giving a concert every semester. Rehearsals are held once a week, and practicing between rehearsals is required. Admission is by audition. Players of all standard orchestral instruments may apply. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

MUS 290F Steel Pan Orchestra

The Steel Pan Orchestra plays music in a wide variety of styles, from calypso to jazz to classical. Rehearsals are once a week, and a concert is given every semester. No previous experience is necessary, and various skill levels are accommodated. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MUS 290H Brass Ensemble

The Brass Ensemble explores varied repertoire, including arrangements of music in different styles and compositions written specifically for brass. The size is flexible, ranging from a quartet to eleven pieces or larger, depending on repertoire and enrollment. The ensemble is open to players of trumpet, French horn, trombone, bass trombone, euphonium, tuba, and percussion. The group rehearses once a week, and individual practice between rehearsals is required. The ensemble performs at least one concert each semester. Admission is by audition. Basic instrumental proficiency and the ability to read standard musical notation are required. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MUS 290I Music Visiting Artist Workshop Ensemble

This course provides students the opportunity for regular engagement with the department's visiting artists. Required activities include regular participation in an ensemble directed by the visiting artist, master classes, artist lecture and concert attendance, and public performance(s). Recommended background: music theory, applied music. Enrollment limited to availability.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

DNMU 290J Indonesian Dance Ensemble

Indonesian Dance introduces students Javanese court dance and Acehnese dance traditions. The course begins with the basic movement vocabulary of Central Javanese court dance or Acehnese dance styles, and proceeds to the study of dance repertoire. Focus is on techniques and practice, supplemented with short lectures that will provide the sociocultural, historical, and contemporary contexts. Students in the course will perform with live music provided by the Bates Gamelan Ensemble at the end of the semester concert.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 290K Community-Engaged Performance

In this half-credit course, students perform music in diverse off-campus venues six times over the course of the semester, engaging with a wide range of audiences and repertoires. Some performances will be solo or small group (for example, preparing several pieces of music for a local church service), while some may involve performances that include all students in the course (such as a concert at Oasis of Music or Schooner Estates retirement community). Prior to performing, students receive training in principles of community engagement with Harward Center staff. A short written reflection paper is required at the end of the semester.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

MUS 310 Immersive Media Installation

IMMERSIVE MEDIA INSTALLATION is an advanced interdisciplinary creative production course that guides students through theoretical and technical frameworks for combining sound, video, and live performance in the conceptualization of an artwork. Students will exhibit their work in Bates' new Immersive Media Studio ("IMStudio") located in Coram. This studio allows for artwork to be exhibited utilizing multiple projections and speakers to create immersive media architectures. Readings/viewings and discussion support students' understanding of intermedia creative practices in varied contexts. Weekly workshops support technical learning. Students will create two major creative projects through the term: one as a class collaboration, and one in small teams. Students will also learn about the process of media installation, media exhibition, will document their work and write a short artist statement, offering tools for professional artistic development.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 310

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 331 Music Theory III

A continuation of Music Theory II, emphasizing four-voice textures, modulation, chromatic harmony, and sonata forms. Students compose music in several forms and styles, and continue practical ear-training and keyboard work. This course includes regularly scheduled laboratory sessions. Prerequisite(s): MUS 232.

Modes of Inquiry: [AC], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

MUS 332 Music Theory IV

A continuation of Music Theory III, emphasizing chromatic harmony and the post-tonal styles of the twentieth century. This course includes regularly scheduled laboratory sessions. Prerequisite(s): MUS 331.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 333 Orchestration

The course is designed to provide students with working knowledge of orchestral instruments, scoring techniques, and notational systems. By reading scores and listening to the recordings of orchestral excerpts from Haydn to Ligeti, students learn about the idiomatic writing, as well as how instruments could be treated in specific groups to expand one's compositional palette. Each week students workshop compositional ideas and sketches with guest instrumentalists. The final project in this course is an orchestration of a piano piece given in class. Prerequisite(s): MUS 231 and 232.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

MUS 340 Music and Cinema

Cinema has barely more than a hundred years of history, and sound was only introduced on screen in the 1920s. This course is designed for composers investigating the ways in which sound interacts with moving images beyond the preconceived notion of a "soundtrack." Traditional film scoring techniques such as underscoring and leitmotif are investigated through compositional and theoretical affinities between Hollywood film music and late romantic operas. Alternative approaches are explored through late twentieth-century narrative and experimental cinema. Students compose a score to a short silent film of their choice. Prerequisite(s): one of the following: MUS 235, 237, or 238.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: No

MUS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

AVMU 365A Soft Power: Soft Cultural Objects and Installation

An exploration of soft sculptural techniques. Students use fibers--textiles, paper, flexible plastics, and alternative materials-to create objects, installations, and props and wearables for performance. Students learn technical skills to develop three-dimensional forms from flexible two-dimensional materials, including pattern design, creating inflatables, dimensional stitching, bookbinding techniques, and box-making methods. Students analyze specific bodies of work by modern and contemporary artists including Natalie Baxter, Claes Oldenburg, and Meschac Gaba. The course is supplemented with relevant artist talks, readings, and group discussion.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Koiki, Bukola

Instructor Permission Required: No

MUS 392 Community-Engaged Music and Well-being

Among a variety of functions, musical experiences contribute distinctively to well-being across our lifespan. This course introduces students to historical and contemporary ideas about relationships between music and well-being from scientific and humanistic perspectives, and provides a community-engaged research experience through which students assess such ideas in the lives of others with cultural and personal histories different from their own. Working with community partners, and engaging relevant methodologies from oral history and applied ethnomusicology, students co-construct life "soundtracks" with a cross-generational circle of Lewiston-Auburn residents, helping to understand the sociohistorical embeddedness and highly personalized semiotic density of selected musical tracks. Recommended background: MU/PY 253; course work in music, health, or psychology; or community-engaged learning or research experience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C005, C080

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: Yes

MUS 393 Ethnography in the Performing Arts

This course focuses on ethnographic research methods in the performing arts, emphasizing the reflexive fieldwork experience. Students design and undertake an innovative research project reflecting a critical understanding of current philosophical underpinnings, ethical considerations, and research approaches within qualitative performing arts scholarship. Developing a feasible research problem and forging logical

relationships between project design components are emphasized. Reflexivity, critical thinking, and intensive attention to writing are core elements of the course. Students are assessed on class participation, a series of short assignments, and a fieldwork-based (broadly defined) project on a topic of individual interest culminating in a shared multimedia document. Only open to juniors and seniors. Prerequisite(s): course work in anthropology, dance, music, performance art, or theater.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: No

MUS 394 Junior-Senior Seminar in Musicology: Music, Business, and the Law

This course explores the historical development and contemporary practices of the music industry. Students examine institutions ranging from small independent labels to multinational entertainment conglomerates, and address business models extending from Tin Pan Alley publishing houses in the late nineteenth century to Spotify-era strategies of music dissemination in an age of declining record sales. Other topics include the changing relationship between music and intellectual property, the role of technology in "disrupting" longstanding patterns of production and consumption, and the practical considerations faced by contemporary musicians as they navigate a market environment of shifting contractual obligations and consumer expectations.

Modes of Inquiry: [HS]

Writing Credit: [W3]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

MUS 457 Senior Thesis

An independent study program culminating in: a) an essay on a musical topic; b) an original composition accompanied by an essay on the work; or c) a recital accompanied by an essay devoted to analysis of works included in the recital. Students register for MUS 457 in the fall semester. Majors undertaking an honors thesis register for both MUS 457 and 458. [W3] for majors on the cultural musicology track only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS 458 Senior Thesis

An independent study program culminating in: a) an essay on a musical topic; b) an original composition accompanied by an essay on the work; or c) a recital accompanied by an essay devoted to analysis of works included in the recital. Students register for MUS 458 in the winter semester. Majors undertaking an honors thesis register for both MUS 457 and 458. [W3] for majors on the cultural musicology track only.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

MUS S21 Popular Music in the 1980s

This course considers a crucial period in contemporary popular music history, situating developments in new wave, rock, heavy metal, hip hop, R&B, punk, postpunk, ska, techno, house, country, and mainstream pop in relation to the broader social and cultural transformations of the period. In the same moment that new pop genres, MTV, and changes in the music industry created spaces for new subjectivities at the intersections of race, gender, sexuality, and social class, artists and fans sought to navigate a period of dramatic change, in contexts ranging from the rise of new modalities of social conservatism to the expansion of global neoliberal capitalism. Students engage with pop songs, music videos, artist interviews, and scholarship in popular music studies and cultural studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Chapman, Dale

Instructor Permission Required: No

MUS S22 Basic Conducting

Basic instrumental conducting technique including beating patterns, cuing, expressing articulations, score reading, and rehearsal organization.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Miura, Hiroya

Instructor Permission Required: Yes

MUS S25 Performing Musical Art of Indonesia

Hands-on, intercultural musical experiences allow students to approach humanly organized sound from expanded perspectives, as listeners and creative artists. This course introduces students to traditional and contemporary gamelan music of Indonesia, primarily through applied instrumental study. Basic introductory readings and audio-visual materials, as well as class discussion, allow students to locate Indonesian gamelan in the larger context of Southeast Asian performing arts and as an increasingly globalized phenomenon. Students study a selection of regional gamelan traditions from Central Java, West Java, and Bali. The course culminates in public performance of music learned during the term.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C012, C026, C061, C080, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Fatone, Gina

Instructor Permission Required: No

MUS S27 Exploring Jazz Guitar

This course explores the nature of the guitar in jazz. A historical survey of jazz guitarists includes extensive listening and viewing of video performances, with special attention to the techniques that established their individual voices on the instrument. Elements of guitar acoustics are discussed and demonstrated in the laboratory. While the course is designed for players and nonplayers, it includes a discussion of jazz theory and analysis. Private lessons are available for guitarists.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C023

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John

Instructor Permission Required: No

MUS S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Neuroscience

Associate Professors Castro (Neuroscience) and Kruse (Biology and Neuroscience, chair); Visiting Associate Professor Houck (Neuroscience); Assistant Professors Kim and Woodworth

Neuroscience is an interdisciplinary field that examines the interrelations between the nervous system and environment and includes perspectives from the natural sciences, social sciences, and humanities. Majors build a strong foundation in the sciences to explore core domains of neurobiology, physiological psychology, cognitive neuroscience, and computational neuroscience through classroom and laboratory experiences. Students then extend and apply their knowledge with neuroscience-related electives and course work that critically examines the theories and practices of neuroscience from ethical, sociocultural, and other humanistic perspectives. Students interested in declaring the major may take the introductory course in their first or second year. Progress through the major includes a senior capstone experience.

More information is available on the [Neuroscience program website](#).

Major Requirements

1. Group A: Foundation Courses

Complete the following courses:

- a. Introductory Biology
 - BIO 195 Lab-Based Biological Inquiry
- b. Cellular Biology
 - Complete one course from the following:
 - BIO 202 Cellular Basis of Life
 - BIO 242 Cellular and Molecular Biology/Lab
- c. Chemistry
 - CHEM 107A Atomic and Molecular Structure/Lab
 - CHEM 108A Chemical Reactivity/Lab
 - CHEM 217 Organic Chemistry/Lab
- d. Introduction to Neuroscience
 - NRSC 160 Introduction to Neuroscience
- e. Statistics
 - Complete one course from the following:
 - BIO 244 Biostatistics
 - PSYC 218 Statistics

2. Group B: Upper-Level Core Courses

Complete at least two courses from the following:

- NRSC 308 Neurobiology
- NRSC 330 Cognitive Neuroscience/Lab

- NRSC 357 Computational Neuroscience
- NRSC 366 Physiological Psychology

3. Group C: Neuroscience Electives

Complete at least three courses from the following:

- BIO 320 Pharmacology
- BIO 337 Animal Physiology
- BIO 351 Immunology
- FYS 497 Community Science of Brain Injury in Sports
- FYS 512 The Molecular Brain
- NRSC 119 Drugs: The Damage Done and Designing Better Ones
- NRSC 209 Neural Codes: The Language of Thought
- NRSC 250 Biopsychology of Motivation and Emotion
- NRSC 305 Gene Editing in Biology and Neuroscience
- NRSC 320 Mechanisms of Memory
- NRSC 324 Neuroscience of Vision
- NRSC 362 Psychopharmacology
- NRSC 399 Junior-Senior Seminar in Biological Psychology
- NRSC 466 Writing in the Cognitive Neurosciences
- NRSC 467 Genetic Engineering in Neurosciences
- PSYC 302 Sensation and Perception
- PSYC 305 Animal Learning

Students cannot count more than one 100-level and one Short Term course in Group C. Students may apply additional courses from Group B to Group C if they wish.

4. Group D: Neuroscience in Humanistic Context

Complete at least one course from the following:

- AMST 267 Blood, Genes, and American Culture
- CHEM 111 Science and Human Welfare: A Historical Perspective
- FYS 455 Neuroscience Fiction
- FYS 478 The History of the Brain: Ideas and Delusions about Brain Function from Antiquity to the Digital Age
- FYS 484 Making Sense: The Social Significance of Sensory Perception
- FYS 503 Making Moral Minds: Nurture, and the Sources of Morality
- NRSC 208 Neuroscience, Ethics, and Society
- PHIL 210 Philosophy of Cognitive Science
- PHIL 211 Philosophy of Science
- PHIL 213 Biomedical Ethics
- PHIL 233 Making Moral Minds: Nature, Nurture, and the Sources of Morality
- PHIL 235 Philosophy of Mind
- PHIL 321K Philosophy of Animal Minds
- PSYC 253 Music and the Embodied Mind

5. Group E: Senior Capstone

Must be taken senior year.

Complete at least one of the following:

a. Capstone Thesis

Complete the following courses:

- NRSC 457 Capstone Thesis in Neuroscience
- NRSC 458 Capstone Thesis in Neuroscience

b. Capstone Seminar

Complete at least one course from the following:

- NRSC 459 Community-Engaged Learning Capstone
- NRSC 463 Capstone Seminar on Human Cognitive Neuroscience
- NRSC 464 Capstone Seminar in Systems Neuroscience
- NRSC 465 Capstone Seminar on Experimental Neuropsychology

Courses Taken Outside of Bates

A maximum of two non-Bates courses can be counted toward the major, pending approval from the program chair.

Short Term Courses

Students cannot count more than one 100-level and one Short Term course in Group C.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

Students may not double major in Neuroscience and Biochemistry, Biology, Chemistry, or Psychology.

Course Offerings

NRSC 119 Drugs: The Damage Done and Designing Better Ones

This course explores impactful discoveries and pitfalls in the field of neuropharmacology. In addition, we consider what we can learn from these past outcomes as we seek new treatments for the field of psychiatry. Topics may include drug addiction therapy, cannabis and psychosis, psychedelics, antidepressants, antipsychotics, Alzheimer drug failures, animal models vs. computational approaches, tailoring drugs to the individual, the impact of past racial/gender biases in drug development, and sex and hormone interactions with drugs. Only open to juniors and seniors.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

NRSC 160 Introduction to Neuroscience

In this course, students learn how the structure and function of the central and peripheral nervous systems support mind and behavior. Topics include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is designed for prospective majors and nonmajors who are interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., Chemistry, Philosophy, Anthropology, Computer Science) have contributed. Not open to students who have received credit for PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C027

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): PSYC 160

Instructor: Castro, Jason; Greene, Michelle; Koven, Nancy

Instructor Permission Required: No

NRSC 208 Neuroscience, Ethics, and Society

As our ability to measure, predict, and manipulate brain function progresses, so too does our need to grapple with the societal consequences of neuroscientific discovery. This course invites critical examination of the ethics surrounding real-world neuroscience applications in private and public sectors. With topics that include psychopharmacology and cognitive liberty, neuroimaging for lie detection, weaponization of neurotechnology, and neuroprivacy in an era of data mining, students engage two overarching questions: How does the practice of neuroscience simultaneously mirror and mold social attitudes and policy-making agendas? What does it mean to be a responsible consumer and/or producer of neuroscientific knowledge? Prerequisite(s): one of the following: NRSC 130, NS/PY 160, or PSYC 215. Not open to students who have received credit for NRSC 208.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C013, C031, C065
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Greene, Michelle
Instructor Permission Required: No

NRSC 209 Neural Codes: The Language of Thought

Although a central tenet of neuroscience is that information about the world is encoded in the patterns of neural firing, it is increasingly acknowledged that our assumptions about these patterns make qualitatively different predictions about neural function. This course examines major hypotheses related to information coding by individual neurons and populations of neurons. Specific themes include rate coding versus time-based codes, sparse versus dense codes, and the relationship between brain responses and the statistics of their inputs. Students examine biological data and artificial models to assess how various encoding schemes might produce skillful behavioral responses. Prerequisite(s): NS/PY 160.

Modes of Inquiry: [QF], [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Greene, Michelle
Instructor Permission Required: No

NRSC 225 The Neuroscience of Video: How the Screen Affects Our Brains and Our Minds

We are frequently exposed to different kinds of videos – ranging from Instagram Reels to epic movies. What is it that these videos do to give us a particular experience? How does the content of the videos we watch affect our perspectives on ourselves and on society? In this course, students will synthesize theories about the way our brains operate with knowledge about video production to assess how videos act on us. Topics will range from fundamental issues underlying how we parse the information presented in videos to questions about how videos influence the way we conceive of our minds.

Modes of Inquiry: [AC], [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

DCNS 240 Neural Networks

Biological intelligence is characterized by selecting, processing, and storing information while flexibly adapting to changing conditions. How might biology inspire “smart” algorithms? This course explores the

fundamental principles of artificial neural networks (ANNs). Students begin with modeling learning in a single computational unit (McCulloch-Pitts neuron), and then examine how many simple units can collectively give rise to complex behaviors. They examine both supervised networks that learn a predetermined input-output relationship, and unsupervised networks that learn “suspicious coincidences” from the input data. They implement neural networks with Python (previous experience is helpful but not necessary). Prerequisite(s), which may be taken concurrently: NS/PY 160. Recommended background: Experience with Python programming (such as from DCS 109) would be helpful, but is not strictly required.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Greene, Michelle

Instructor Permission Required: No

NSPY 250 Biopsychology of Motivation and Emotion

The course examines the mechanisms involved in activating and directing behavior and in forming, expressing, and perceiving emotions. Analysis includes evaluation of the role of physiological, environmental, and cognitive variables in mediating the behavioral processes such as thirst, hunger, sex, arousal, reward, stress, choice, consistency, and achievement. Prerequisite(s): NS/PY 160 or PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

NRSC 252 Philosophy of Cognitive Science

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C093

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 252, PHIL 210

Instructor: Dacey, Mike

Instructor Permission Required: No

NSPY 304 Embodied Cognition, Technoculture, and the Future of Identity

Whereas much of cognitive neuroscience positions the mind as an emergent property of disembodied neural processing, newer theories of embodied mind understand cognition as collective work shared by brain, body, and environment. Traditional notions of cognition are further destabilized when we account for the potential of technology to reshape the distinctions among these domains. With acknowledgment of embodiment and embeddedness as fellow operators of mind, neuroscience must consider how the brain interacts with and is impacted by social inequality and body politics of gender, sexuality, race, and ability. Drawing upon scientific, theoretical, and literary texts, students contemplate current and future possibilities for biology and culture to co-construct identity. Prerequisite(s): one of the following: AF/AM 119, ENG 395I, INDS 267, NRSC 130, NS/PY 160, or PSYC 215. Only open to juniors and seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Koven, Nancy

Instructor Permission Required: No

NRSC 305 Gene Editing in Biology and Neuroscience

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for the delivery of DNA-modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society.

Prerequisite(s): BIO 195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 305

Instructor: Kruse, Martin

Instructor Permission Required: No

NRSC 308 Neurobiology

An introduction to the molecular and cellular principles of neurobiology and the organization of neurons into networks. Also investigated are developmental and synaptic plasticity, analysis of signaling pathways in cells of the nervous system, and the development of neurobiological research, from studies on invertebrate systems to usage of stem cell-derived brain organoids and gene-editing techniques such as CRISPR/Cas9. Laboratories include analysis of nerve cell activity, computer simulation and modeling, and the use of molecular techniques in neurobiology. Prerequisite(s): BIO195 and 202.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]
GEC(s): C006, C027
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): BIO 308
Instructor: Kruse, Martin
Instructor Permission Required: No

NRSC 320 Mechanisms of Memory

This course engages students in ideas from the fields of neuroscience, chemistry, biology, and psychology to understand on a chemical level how memory is stored and recalled in the human brain. Using seminal experiments as a foundation, students differentiate between “learning” and “memory” and connect model systems from the molecule all the way to behavior. Multimodal assignments explore the broad scope of experimental design and the cutting-edge subtleties of what it means to store and access information in the brain. Prerequisite(s): BIO 202 and CHEM 217.

Modes of Inquiry: [CP], [HS]
Writing Credit: None
GEC(s): C027
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): CHEM 320
Instructor: Kennedy, Andrew
Instructor Permission Required: No

NRSC 324 Neuroscience of Vision

We encounter hundreds of thousands of visual stimuli every day. How is this information organized meaningfully in the brain? By what biological and perceptual mechanisms does our brain translate simple light signals into the complex visual scenes of our daily lives? This course will explore the neuroscience and methodologies of vision science, covering topics such as visual attention, color perception, object recognition, spatial perception, visual memory, and many others. The course will be structured with a mix of lecture and discussion of relevant research articles. Students will develop the skills to recognize the current questions, issues, and methods in vision research, read and critique peer-reviewed scientific articles, and think critically about the applications of vision science in daily life. Prerequisite(s): NRSC 160/PSYC 160 OR PSYC 215.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: Biological)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): PSYC 324
Instructor: Houck, Lindsay
Instructor Permission Required: No

NRSC 325 Neural Development

The nervous system is one of the first body systems to start forming, but the last to fully develop. This course will mainly address the development of the mammalian nervous system from neurulation through the completion of neurogenesis, but will also cover nervous system development in insects and non-mammalian vertebrates in less depth, addressing the ways evolution has produced nervous systems that are alike and different. Prerequisites are NRSC/PSYC160 or PSYC215

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

NRSC 330 Cognitive Neuroscience/Lab

This course explores how the neurological organization of the brain influences the way people think and act. Particular emphasis is given to the brain systems that support object recognition, spatial processing, attention, language, memory, and executive functions. Students also investigate clinical syndromes and unusual cognitive phenomena. A wide range of research techniques is introduced, including positron emission topography, functional magnetic resonance imaging, diffusion tensor imaging, neuropsychological assessment, event-related potentials, magnetoencephalography, and transcranial magnetic stimulation. Prerequisite(s): one of the following: NS/PY 160 or 363 or PSYC 215, 222, or 230.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 330

Instructor: Koven, Nancy

Instructor Permission Required: No

NRSC 357 Computational Neuroscience

The brain is a complex object, and studying it scientifically requires a facility with tools and concepts for analyzing high dimensional data. This course will provide a survey of such tools through representative case studies in perception (how many types of odors are there?), genomics (how do we classify cell types?), and neural coding and dynamics (how does brain activity encode attributes of the world?). Students will develop intuitions for framing fundamental neuroscience questions as data-driven problems, and will also develop skills for exploring, visualizing, modeling, and interpreting data. No prior experience with coding is assumed or expected, and the course will emphasize the use of high-level computational tools rather than implementation of algorithms from scratch. Prerequisite(s): NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): PSYC 357
Instructor: Castro, Jason
Instructor Permission Required: No

NRSC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

NRSC 363 Physiological Psychology/Lab

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy, development of neurosurgical and histological skills, and behavioral testing of rodents. Prerequisite(s): NRSC 160/PSYC 160 or BIO 308/NRSC 308.

Modes of Inquiry: [QF], [SR]
Writing Credit: [W2]
GEC(s): C027, C031, C065, C091
Department/Program Attribute(s): (Psychology: Biological)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): PSYC 363
Instructor: Castro, Jason
Instructor Permission Required: No

NSPY 366 Physiological Psychology

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Prerequisite(s): BI/NS 308, NS/PY 160, or PSYC 215.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C027, C031, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Castro, Jason

Instructor Permission Required: No

NRSC 399 Junior-Senior Seminar in Biological Psychology

A course designed to give junior and senior majors an opportunity to explore a significant new area in biological psychology. Topics change from year to year and with the expertise of the faculty member.

Prerequisite(s): NS/PY 160. Only open to juniors and seniors.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 399

Instructor: Castro, Jason

Instructor Permission Required: No

NRSC 457 Capstone Thesis in Neuroscience

Open to senior majors with permission of the program faculty. A neuroscience thesis involves independent laboratory research on a topic broadly related to neuroscience. This may take the form of a one- or two-semester project conducted under the supervision of a Bates faculty member, or participation in a summer neuroscience-related research internship off-campus that culminates in data analysis and writing during the fall semester. With the latter option, students take responsibility for finding and securing a summer research position in neuroscience that involves some form of data collection, and students must also secure permission from the summer research mentor to bring data back to Bates for analysis and write-up. Students register for NRSC 457 in the fall semester and/or for NRSC 458 in the winter semester. Majors writing an honors thesis register for both NRSC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

NRSC 458 Capstone Thesis in Neuroscience

Open to senior majors with permission of the program faculty. A neuroscience thesis involves independent laboratory research on a topic broadly related to neuroscience. This may take the form of a one- or two-semester project conducted under the supervision of a Bates faculty member. Students register for NRSC 457 in the fall semester and/or for NRSC 458 in the winter semester. Majors writing an honors thesis register for both NRSC 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

NRSC 459 Community-Engaged Learning Capstone

Open to senior majors with permission of the program faculty, this capstone involves creative collaboration with a campus or community partner to produce a body of neuroscience-related work that benefits that partner. Students complete fifty to sixty hours of work in a campus/community placement and engage in structured writing exercises specific to the placement. Students may wish to consult with the Harvard Center for Community Partnerships as they develop their project; the project is subject to approval by the neuroscience faculty.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

NSPY 463 Capstone Seminar on Human Cognitive Neuroscience

Open to seniors with permission of the program faculty, this seminar focuses on the end-to-end process of scientific discovery using the tools of human cognitive neuroscience. Students work in groups to uncover an open empirical question in the areas of perception, attention, or memory, then design and execute an experiment aimed at answering this question using electroencephalography or eye tracking in human subjects. Students gain experience in modern data analysis techniques including multivariate pattern analysis, time-frequency analysis, image processing, and representational similarity analysis. Prerequisite(s): NS/PY 160 and either BIO 244, NRSC 205, or PSYC 218.

Modes of Inquiry: [CP], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Greene, Michelle

Instructor Permission Required: Yes

NRSC 464 Capstone Seminar in Systems Neuroscience

Open to seniors with permission of the program faculty, in this seminar investigates the mouse olfactory bulb, with the goal of testing student-designed hypotheses on this structure's molecular and functional organization. Students use a wide interdisciplinary set of approaches to interrogate olfactory circuits at

cellular scale, including electrical recordings, imaging, histology, modeling, and informatics. Additional features of the course include training in research design, data analysis using MATLAB, instruction in proposal writing and science writing and professional development. Prerequisite(s): NS/PY 160 and one of the following: BI/NS 308, NS/PY 330, 357, or 363.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): PSYC 464

Instructor: Castro, Jason

Instructor Permission Required: Yes

NRSC 465 Capstone Seminar on Experimental Neuropsychology

Experimental neuropsychology uses empirical methods to study processes of the human nervous system in relation to cognition and affect across contexts of mental health and illness. This seminar focuses on clinical neuropsychological assessment as a means to understand neuropsychiatric conditions at an endophenotypic level, with particular emphasis on characterizing intermediate cognitive and affective mechanisms that give rise to psychopathology. Students work in groups to test novel hypotheses using human subjects and, through the research process, learn methods of neuropsychological evaluation. Additional features of the course include research ethics training and certification, multivariate data analysis, scientific writing in APA style, and professional development. Prerequisite(s): NS/PY 160 or PSYC 215; and BIO 244, NRSC 205, or PSYC 218. Only open to seniors.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Koven, Nancy

Instructor Permission Required: Yes

NRSC 466 Writing in the Cognitive Neurosciences

This course is intended for neuroscience seniors to complete their thesis writing requirements. Cognitive neuroscience is an interdisciplinary field in which psychological, physiological, and computational methodologies are brought together to understand the neural basis of cognitive processes. Over the course of the semester, students read and critique peer-reviewed scientific articles, conduct an in-depth literature search on a topic of their choice, complete multiple writing assignments with peer and instructor feedback provided, and finish the semester with a written thesis. Instructor permission is required to register for the course.

Modes of Inquiry: [AC]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Houck, Lindsay
Instructor Permission Required: Yes

NRSC 467 Genetic Engineering in Neuroscience

The development of genome editing techniques by molecular biologists has raised great hopes that a treatment for genetic disorders such as cystic fibrosis or Huntington's disease might finally be available. In this course, students analyze how genome editing techniques such as CRISPR/Cas9 have evolved, how they can be applied to study the role of individual genes or to alter mutant genes, and what approaches exist for the delivery of DNA modifying enzymes into an organism. In addition, students use scientific publications and popular literature to discuss ethical implications of usage of genome editing techniques for society. Further, students write a grant proposal formatted for the National Institutes of Health centered on using CRISPR-mediated gene editing to enhance scientific understanding of neuropathological conditions. Prerequisites: BIO 202 and NRSC 160.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Kruse, Martin
Instructor Permission Required: Yes

NRSC S21 Writing about the Brain: Neuroscience and Storytelling

In this course, students "think about our thinking about the brain." They consider how scientific findings are used to create stories about human meaning and purpose, and how science itself is shaped by the impulse to find and create meaning. They study four areas of neuroscience that are routinely in popular media: studies of "free will," animal intelligence, mental illness and brain injury, and "split brains." Students critique and analyze popular neuroscience media, and craft their own popular-science narratives in the form of essays, blog posts, podcasts, and interviews. Recommended background: Familiarity with fundamental neuroscience concepts (neurons, synapses, the localization of function to particular brain areas) is helpful, but not required.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Castro, Jason
Instructor Permission Required: No

NRSC S22 Methods in Visual Neuroscience

The eye has been described in many ways: as a window into the soul, as the objective contrast to the heart, as a camera. To a visual scientist, though, the mammalian eye is a marvel of cell types working together to gather and send light information to the brain. In this course, we will learn methods used by visual scientists

to investigate the neural tissue of the eye, the retina. We will use surgical methods to label specific neuron types in the mouse eye, then dissect and image these labeled retinas. We will learn how the eye captures photons and translates them into information. Prerequisite(s): BIO 195.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

NRSC S23 Histology and Photomicrography for Analyzing the Morphology of Neurons and Brain Tissue

The structure of a neuron informs us about the range of computations for which it is specialized. In this course, students will gain hands-on experience dissecting mice to obtain brain tissue that will be used to visualize gross neuronal morphology, including the structural properties of dendrites, axons, and somata. More specifically, students will treat brain tissue with reagents to stain neurons, apply histological techniques to section tissue, and subsequently analyze this tissue using approaches in microscopy and image processing. Observations made in the course will be used to assess the implications that these morphological features have for the possible functions that neurons may exhibit. Prerequisite(s): BIO 202 OR NRSC/PSYCH 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

NRSC S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair is required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Philosophy

Professors Cummiskey and Stark; Visiting Professor Cohen; Associate Professors Ashwell, Dacey (chair), and Schofield; Visiting Assistant Professor Schilling

The philosophy department encourages all Bates students to take a philosophy course and to consider a philosophy major, minor, or General Education concentration (four courses in philosophy). Students new to philosophy are encouraged to start off with 200-level courses that focus on particular problems of philosophical interest. Topics addressed in these courses include the nature of morality, the justification of law, the place of mind in a physical world, the nature of perception, the justification of our beliefs, the possibility of knowledge, the social construction of race and gender, the understanding of the self, the understanding of space and time, the possible existence of god, the nature and possibility of truth, the purpose and proper understanding of language, and the nature of emotions as well as the point and value of philosophical inquiry itself. Although critical reading, thinking, and writing skills are developed in all philosophy classes, PHIL 195 (Introduction to Logic) provides a more focused study of proper reason that is beneficial to majors and nonmajors alike.

More information is available on the [Philosophy department website](#).

Major Requirements

Students who major in philosophy are expected to complete eleven courses in the field. As many as eight of the eleven courses must meet the distribution requirements indicated below. The remaining courses are electives selected at the students' discretion. Students are urged to take the courses listed in Logic and 'Philosophical Movements, Traditions, and Approaches' as soon as possible after they decide to major in philosophy. The philosophy faculty has structured these requirements to allow students the flexibility to plan their own programs within the constraints of a broad philosophical education. Students arrange their programs in consultation with their departmental advisor. First-year seminars taught by philosophy faculty count toward the eleven required courses. In addition, students may, with departmental approval, fulfill one of the eleven courses with a course from another related field. Study-abroad courses and transfer courses, as well as less frequently offered courses not listed here may satisfy major or minor requirements with the approval of the department chair. Those considering graduate or professional school are encouraged to consult with their advisor in order to design an appropriate course of study.

Courses can be double-counted (that is, counted in more than one category).

1. Logic

Logic involves learning formal techniques for evaluating arguments and for developing comprehension of the way in which logical structure determines conditions for the truth or falsity of statements. It is helpful for understanding the structure of arguments made both in and outside of philosophy, and provides an introduction to evaluative concepts that are used across philosophy.

Complete the following course:

- PHIL 195 Introduction to Logic

2. Philosophical Movements, Approaches, and Traditions (MAT)

Philosophical work is inevitably done in a particular place and time by members of particular philosophical movements and traditions, which each have characteristic interests and approaches. In addition to being intrinsically interesting, understanding this social and historical context is essential to understanding philosophical work in general. These courses are in depth explorations of various approaches to philosophy, or movements in philosophy, or traditions in philosophy. To promote breadth in the study of philosophy, students are required to take two of these courses to complete the major.

Complete at least two courses from the following:

- PHIL 262 Feminist Philosophy
- PHIL 271 Ancient Philosophy
- PHIL 272 Philosophy in the Modern Era (1600-1800)
- PHIL 273 Philosophy in the Nineteenth Century: Person, Power, and Freedom
- PHIL 310 Buddhist Philosophy

3. Ethics and Political Philosophy

These classes address topics related to the good, the right, and community. How do we live a good life? How should we treat each other, and decide what is the moral thing to do? Why should we do the moral thing when it requires personal sacrifice? What is it about us as humans that makes us care? Are there even universal answers to these questions, or do they depend on our particular circumstances and identities? How can we live together in communities with all our different interests? Are government and political power justified, and if so how? Students are required to take one on course on ethics or political philosophy to complete the major.

Complete at least one course from the following:

- PHIL 213 Biomedical Ethics
- PHIL 214 Environmental Ethics
- PHIL 233 Making Moral Minds: Nature Nurture, and the Sources of Morality
- PHIL 256 Moral Philosophy
- PHIL 257 Moral Luck and Social Identity
- PHIL 258 Philosophy of Law
- PHIL 268 Capitalism and Its Critics

4. Metaphysics and Epistemology

These classes address topics related to being, meaning, and knowledge. What is the ultimate nature of reality? What, if anything, grounds the objects and categories we use to get around the world? What do we make of especially tricky cases such as social categories, religious claims, and minds themselves? Can we know anything about the world, either in everyday life or in more formal pursuits like science and philosophy? If so, how? How do our minds work such that any of this is possible? Students are required to take one on course on metaphysics or epistemology to complete the major.

Complete at least one course from the following:

- PHIL 210 Philosophy of Cognitive Science

- PHIL 211 Philosophy of Science
- PHIL 235 Philosophy of Mind
- PHIL 236 Theory of Knowledge
- PHIL 245 Metaphysics
- PHIL 260 Philosophy of Religion

5. Seminars

Seminars allow students to explore specific topics in greater detail. These may include topics of significant historical interest and/or current philosophical topics. Most seminars satisfy the College W2 general education requirement. Seminar offerings will typically differ year-to-year.

Complete at least two Philosophy courses at the 300-level.

6. Senior Thesis

Complete at least one course from the following:

- PHIL 457 Senior Thesis
- PHIL 458 Senior Thesis

Double majors may select to complete only one thesis or capstone in their other major, provided they satisfy the Bates General Education [W3] requirement. Students who are not undertaking a philosophy thesis still are required to complete the 11 courses for the major.

Courses Taken Outside of Bates

Study-abroad courses and transfer courses may satisfy major requirements with the approval of the department chair.

Short Term Courses

Philosophy courses offered in the Short Term count toward the 11 required courses

Pass/Fail Policy

Pass/Fail grading may be elected for one course applied toward the major.

Other Considerations

More information on the benefits and opportunities open to Philosophy majors is outlined at “Why study philosophy?” on the [Philosophy department website](#).

Minor Requirements

The minor in philosophy consists of six courses. A coherent program for each student's minor is designed in accordance with program guidelines and in consultation with a member of the philosophy faculty who is chosen or appointed as the student's departmental advisor for the minor. The minor may include one first-year seminar.

Short Term Courses

The minor may include up to two Short Term courses in Philosophy

Pass/Fail Policy

Pass/Fail grading may be elected for only one course applied toward the minor.

Course Offerings

PHIL 150 Philosophies to Live By

This course is dedicated to the proposition that philosophy can make life better. It can provide wisdom to guide choices and clarify values. It can offer new perspectives and new worldviews. And it can provide the insight necessary for self-knowledge and growth. In this course, students read works by philosophers, both ancient and contemporary, concerned with the question of how to live meaningful lives. The goal is to find ways to apply those philosophies anew so that our own lives are enriched.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHIL 195 Introduction to Logic

An investigation of the nature of valid reasoning, coupled with training in the skills of critical thinking. Close attention is paid to the analysis of ordinary arguments.

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C006, C031, C042

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

PHIL 210 Philosophy of Cognitive Science

Cognitive science is the interdisciplinary study of the mind, including psychology, neuroscience, linguistics, computer science, and philosophy as its core. This course examines the conceptual foundations of cognitive science, and different approaches to integrating findings and perspectives from across disciplines into a coherent understanding of the mind. Students also consider issues in the philosophy of science, the nature of mind, self, agency, and implicit bias. Prerequisite(s): one course in philosophy, psychology, or neuroscience.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C093

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 252, NRSC 252

Instructor: Dacey, Mike

Instructor Permission Required: No

PHIL 211 Philosophy of Science

Science has become our model for what counts as knowledge. This course examines that model and discusses how far its claims are justified in light of the nature and history of science. Topics include scientific explanation, scientific reasoning, the role of values in science, social construction and objectivity, scientific progress, similarities and differences among scientific fields, and science's relations to society and to other views of the world. Readings include traditional and contemporary work in the philosophy of science.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

PHIL 213 Biomedical Ethics

Rapid changes in the biological sciences and medical technology have thoroughly transformed the practice of medicine. The added complexity and power of medicine has, in turn, revolutionized the responsibilities and duties that accompany the medical professions. This course explores the values and norms governing medical practice; the rights and responsibilities of health care providers and patients; the ethics of organ transplants and the determination of death; the justification for euthanasia; and problems of access, allocation, and rationing of health care services. In addition to Western bioethics, this course typically includes Confucian, Buddhist, and Islamic approaches to bioethics. Not open to students who have received credit for FYS 362 or PHIL s26.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013, C031, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

PHIL 214 Environmental Ethics

What do we owe to nonhuman animals? How ought we treat plants and other nonsentient organisms? Are ecosystems appropriate objects of moral concern? This course focuses on moral issues that arise as a result of human interaction with the environment. Students discuss mainstream Western philosophers as well as challenges from the point of view of indigenous cultures, Buddhism, and ecofeminism.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C062, C070

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ENVR 214, REL 215

Instructor: Schofield, Paul

Instructor Permission Required: No

PHIL 233 Making Moral Minds: Nature, Nurture, and the Sources of Morality

This course examines the origins and mechanisms of moral judgment and decision making. How much is our moral cognition shaped by culture as opposed to evolved nature? How much is it shared with nonhuman animals? What motivates us and drives our evaluations? What weaknesses, limitations, and biases might we face? In addressing these questions, students read from classic philosophical texts, recent philosophical publications, research in psychology, and popular science writing. Along the way, they attempt to glean practical lessons for how we think about ourselves, our decisions, and our moral community.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

PHIL 235 Philosophy of Mind

Our minds are simultaneously the most intimately familiar things imaginable and the most mysterious. We live every minute in and with our minds, and we only experience the world through them (perhaps, we even are our minds), and yet we may not know them as well as we think. Despite recent progress in the sciences of the mind, it even remains difficult to place the mind in the physical universe. In light of these puzzles, this course asks: How should we relate to our minds and their operations? How do our thoughts and experiences connect to the external world? How could a conscious, first-person perspective arise in a physical universe?

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dacey, Mike

Instructor Permission Required: No

PHIL 236 Theory of Knowledge

Is knowledge possible, and if so, how? The course investigates how we can know the ordinary things we take ourselves to know. Students are introduced to major philosophical theories concerning when our thoughts about ourselves and the world are rationally justified.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

PHIL 245 Metaphysics

This course introduces students to some of the central issues in metaphysics. Questions considered may include: Which kinds of things exist? What is one saying when one says that something "exists"? What does it mean to say that something causes something else? What is one saying when one says that something might possibly be other than it is? What does it mean to say that something is the same identical thing at one time that it is at another?

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

PHIL 256 Moral Philosophy

An introduction to moral theory and moral principles, including egoism, utilitarianism, Kantian deontology, and virtue theory. The course considers whether morality is a matter of custom, convention, or individual preference, and asks how we can determine what is morally right and what is morally wrong. Topics typically include the relationship between morality and religion, moral motivation, moral relativism, conceptions of justice, Confucian conceptions of self-cultivation, Buddhist virtue ethics, and finding meaning in life.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

PHIL 257 Moral Luck and Social Identity

Our lives are deeply subject to luck. This course provides an introduction to philosophical analysis and the moral philosophies of Aristotle and Kant. The course also considers social luck: luck in one's identity and how that identity is regarded by one's culture. The course focuses on racism, with particular attention to the Holocaust in Nazi Germany and slavery in the United States. Students examine ongoing white supremacy in the United States and consider racism as a kind of social and moral luck. Topics also may include moral responsibility for implicit bias, the nature of evil, and responsibility and reparations for slavery.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

PHIL 258 Philosophy of Law

What is law? What are the relationships among law, justice, and morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of liberty rights, the legitimacy of restrictions on speech and expression, and the justification of incarceration and the death penalty. Readings include contemporary legal theory, case studies, and court decisions.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

PHIL 260 Philosophy of Religion

A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): REL 260

Instructor: TBA, Staff

Instructor Permission Required: No

PHIL 262 Feminist Philosophy

What is gender? What is race? What is oppression? What does it mean to experience discrimination or oppression? Feminist philosophy uses philosophical methods to think carefully about gender, the way gender intersects with other identities, the lives of historically marginalized voices, and the concepts employed in feminist political movements and similar social movements such as those centered around race, class, sexual identity and orientation, and disability. Additional areas of study may include science and society; gender and science; sex and sexuality; reproduction; family; gender in popular culture; and the body and appearance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 262

Instructor: Stark, Susan; Ashwell, Lauren

Instructor Permission Required: No

PHIL 268 Capitalism and Its Critics

Some consider a capitalist economy an environment ideally conducive to human flourishing, while others consider it a significant threat. Debates over the merits of capitalism have raged among philosophers for generations. This course considers some of capitalism's most able defenders, as well as some of its most incisive critics. The course also examines some hybrid views, which attempt to harness capitalism's capacity for good, while mitigating its ability to harm.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

PHIL 271 Ancient Philosophy

What's the best way to live? For pleasure or for virtue? For oneself or for others? By the conventions of one's time or by some timeless truths? The fascination the ancient Greeks had with these questions was inextricably linked with others: What is the nature of the universe in which we live? What is the status of our knowledge of this universe? How can we understand the processes of change we see everywhere, including in ourselves? And what is the nature of philosophy itself? The course begins with the person who most famously asked these questions, Socrates, and on the writings in which he is most vividly portrayed, the dialogues of his student Plato. Students continue to pursue these questions through the writings of Aristotle as well as the famous schools of ancient philosophy, the Stoics, the Epicureans, and the Skeptics. No prior familiarity with philosophy is assumed; this is a perfect place to begin one's study of philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C031, C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 271

Instructor: TBA, Staff

Instructor Permission Required: No

PHIL 272 Philosophy in the Modern Era (1600-1800)

In this course students discuss problems surrounding knowledge, mind, reality, and reason as they developed from the birth of modern philosophy until their culmination in Kant. The course considers thinkers such as René Descartes, Princess Elisabeth, Margaret Cavendish, John Locke, David Hume, and Immanuel Kant. It also takes up non-Western thinkers from the period who are interested in related issues.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C031, C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Schofield, Paul
Instructor Permission Required: No

PHIL 273 Philosophy in the Nineteenth Century

Philosophers in nineteenth-century Europe and America were preoccupied with the questions of what it means to be free, and how power might be wielded so as to create free persons. Their views have had a tremendous influence on global philosophy, on disciplines outside of philosophy, and on world events. The course will engage with these views, focusing on the works of Kant, Hegel, Kierkegaard, Nietzsche, and Frederick Douglass.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Schofield, Paul
Instructor Permission Required: No

PHIL 310 Buddhist Philosophy

This course explores Buddhist philosophy with a special emphasis on moral and political philosophy. Philosophical topics include the Four Noble Truths, the doctrine of impermanence and codependent arising, the doctrine of no-self, and the concept of emptiness. The relationships among Buddhist philosophy, insight meditation, and moral virtue are a primary focus of the course. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): C001, C002, C031, C087
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cummiskey, David
Instructor Permission Required: No

PHIL 321J Self-Knowledge

We seem to know our own minds -- our beliefs, desires, intentions, feelings, and sensations -- in a distinctive and particularly secure way. But although introspective self-knowledge is so familiar, it is difficult to account for. This course examines a range of philosophical problems associated with self-knowledge: What (if any) are the differences between self-knowledge and other knowledge, such as knowledge of other people's minds? Can plausible accounts of the process of introspection be reconciled with plausible accounts of the objects of self-knowledge (i.e., mental states and their contents)? Do we even have knowledge of our own minds? Prerequisite(s): one 200- or 300-level course in philosophy.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): C031
Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ashwell, Lauren
Instructor Permission Required: No

PHIL 321K Philosophy of Animal Minds

Nonhuman animals seem like us in many ways, and unlike us in many others. Sometimes they are studied as models of human minds; other times, they are studied to discover what (if anything) makes human minds unique. Beyond these questions, the cognitive abilities of animals like great apes, corvids, and octopuses are fascinating in their own right, and the task of understanding other minds presents a deep and complex challenge to science. Students discuss these issues from an interdisciplinary perspective including philosophy, psychology, neuroscience, and evolutionary biology. Prerequisite(s): two courses in philosophy, or one course in philosophy and one course in neuroscience or psychology.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): C031
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dacey, Mike
Instructor Permission Required: No

PHIL 321L Topics in Contemporary Mind and Language: Language and Power

Language helps us communicate and create important connections with others. Yet it can be used to disparage, marginalize, or subordinate people. With the help of classic ideas from the philosophy of language, students analyze a number of contemporary issues around power and the effects of social discourse. Topics may include: free speech; the impact of hate speech, pornography, slurs, and other harmful speech; generalizations (so-called generics); propaganda and ideology; the representation of gender, race, and other social categories in language; the relationship between our social position and the effect of our speech; and resistance to harmful speech. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ashwell, Lauren
Instructor Permission Required: No

PHIL 323C The Metaphysics of Action

Some of the most exciting work in contemporary metaphysics seeks to better understand the nature of action. The work is compelling not only because it is fascinating in its own right, but also because it has deep implications for the philosophy of mind, ethics, philosophy of law, and epistemology. This course takes up questions such as: When agents act, what is the relationship between their bodily movements and what goes on in their minds? What does it mean to act intentionally? How do agents know what they're doing? Can

multiple persons form a collective agent to which actions may be attributed? Prerequisite(s): two philosophy courses.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031, C042

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

GSPL 323D Feminist Epistemology

In this course, students read feminist accounts and critiques of how we know what we know as well as how and what we value, and why. Students consider questions such as: Is rationality gendered? Are conceptions of philosophy "masculine"? What role do "subjects" play in knowledge production? What epistemic role does ignorance play in knowing and unknowing? What role does epistemic responsibility play in being justified? What is epistemic injustice and how can such injustice be addressed? Prerequisite(s): two courses in philosophy; or two courses in gender and sexuality studies; or one course in philosophy and one course in gender and sexuality studies. Recommended background: PHIL 236 and GS/PL 262.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: No

PHIL 323E Philosophy of Evolution

Evolutionary theory raises many deep and complicated philosophical issues as well as questions about how science operates: Are concepts like function, selection, and optimality scientifically legitimate? How do we make inferences about the unobserved past? Can thinking about the evolutionary past help us understand how biological processes, such as the mind, work today? It also raises questions about who we are and where we come from: How do we relate to other species? Can we better understand our moral and intellectual strengths and weaknesses by looking to evolution? In this course, students approach these questions from an interdisciplinary perspective, including philosophy, biology, and the cognitive sciences. Prerequisite(s): one of the following: PHIL 211; two courses in philosophy; or one course in philosophy and one course in biology.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): BIO 323E

Instructor: Dacey, Mike

Instructor Permission Required: No

PHIL 324C Liberty, Equality, and Community

Liberty and equality are the central values of contemporary political philosophy. These values, however, seem inevitably to conflict. Unlimited freedom leads to inequalities and remedies for inequalities restrict liberty. This seminar focuses on competing accounts of the proper balance between liberty and equality. In particular, students focus on John Rawls' theory of justice and competing theories of justice, including utilitarian liberalism, Nozick's libertarian theory, communitarian theories, feminist theories, and multicultural approaches. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cummiskey, David

Instructor Permission Required: No

PHIL 324E Virtue and Emotions

Virtue ethics emerged as an important kind of moral theory during the last half of the twentieth century. There are many virtue theories, but they share a focus on the morality of character rather than the morality of individual actions. Many seek an answer to the question, "How shall I live?" rather than, "What should I do?" This course explores both the historical roots of virtue theory found in Aristotle and, according to some scholars, Kant. It also examines several contemporary theories of virtue as well as critics of this approach to moral theory. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

PHIL 324F I and Thou: Recognition and Second-Personal Morality

Morality requires that we treat persons not simply as objects to be planned around or manipulated, but as beings with a special status that we ought to recognize or acknowledge. It is this status to which we gesture when we talk about owing a duty to someone. Philosophers have long sought to understand the relationship that holds between persons who recognize one another's status as morally significant beings. Participants in this seminar seek to understand this as well. Readings include both historical philosophical texts and contemporary works. Prerequisite(s): one course in philosophy.

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Schofield, Paul
Instructor Permission Required: No

PHIL 325C Moral Realism and Irrealism

This course examines contemporary views on the meaning of moral language, the possibility of moral knowledge, the possibility of moral facts, the nature of moral arguments, the relationship among morality, emotion, and reason. Some background in moral or political philosophy is recommended. Prerequisite(s): Two courses in philosophy..

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Stark, Susan
Instructor Permission Required: No

PHIL 332 Moral Psychology

Facts about how people actually do choose and judge actions seem to matter for how we understand morality. But any attempts to trace these connections face the famous gap between "is" and "ought," claims about how the world is versus how it ought to be. The last two decades have seen an explosion in work at the intersection of philosophy, psychology, and neuroscience attempting to make these connections explicit. In this course, students attempt to bridge the is-ought gap to better understand our selves, our well-being, our duties, our values, and our biases and limitations. Prerequisite(s): two courses in philosophy, or one course in philosophy and one course in neuroscience or psychology.

Modes of Inquiry: [AC]
Writing Credit: [W2]
GEC(s): C031
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dacey, Mike
Instructor Permission Required: No

PHIL 350B Seminar on Major Thinkers: Nietzsche's Philosophy of Music

Nietzsche wrote more about music than any other single subject. This course examines his philosophy of music both for its own sake and as a point of entry into his general philosophy. Prerequisite(s): one course in philosophy or instructor permission.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Cohen, Jonathan
Instructor Permission Required: No

PHIL 358 Epistemology and the Law

This seminar explores the epistemology of criminal law, both inside and outside of the courtroom. Questions include: when does a jury have “proof beyond a reasonable doubt?” What role should statistical generalizations, DNA evidence, character evidence, and eyewitness testimony play in the courtroom? When is ignorance an excuse? What role does racial and gender bias and ideology play in legal fact finding? How should new tools, like predictive algorithms, be used in the criminal justice system? Prerequisite(s): two philosophy courses, or PHIL 236 or PHIL 258.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PHIL 365C Philosophy and Race

This course considers the metaphysics of race, the politics of race, the professional ethics of race, Latinx philosophy, and Native American philosophy. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C041
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PHIL 365D Reparations and Responsibility

Colonialism, the genocide of native and Indigenous peoples, and the enslavement of Africans and African Americans, are foundational wrongs in the United States. It is essential to ask whether the United States-as a society, as a government, or as individuals-must pay reparations to Black and brown people and to Indigenous people for these wrongs. This course examines what it means to make reparations, whether and under what circumstances humans in the present can repair wrongs done by others, and done in the past. The course considers the difference between paying reparations for past wrongs and ending ongoing injustices. Finally, the course asks what the goal of reparations is, whether it is morally required to pay them, and morally justified to demand them. Prerequisite(s): two courses in philosophy.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C041
Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Stark, Susan
Instructor Permission Required: No

PHIL 457 Senior Thesis

Students register for PHIL 457 in the fall semester. Majors writing an honors thesis register for both PHIL 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PHIL 458 Senior Thesis

Students register for PHIL 458 in the winter semester. Majors writing an honors thesis register for both PHIL 457 and 458.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PHIL S17 The Ethics of Care

What is it to care? Whose concerns are centered and whose are marginalized or ignored in caring? This course may consider the ethics of caring/not caring in health care/midwifery, in movements for birthing justice, in the paid workforce, at home, for the unhoused, throughout history (in whose stories are centered in discussions of institutionalized slavery or colonization), and at the margins of life. This course focuses on the way social oppressions, historical and ongoing, affect caring and not caring.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Stark, Susan
Instructor Permission Required: No

PHIL S20 Film as Philosophy

Some philosophers have argued that movies may be approached as works of philosophy, asking philosophical questions that they themselves go on to answer. In this course, students watch films from a number of genres (westerns, science fiction, thrillers, comedies of remarriage, etc.) and then attempt to discern their philosophical contributions to questions about knowledge, politics, love, embodied agency, race, and feminism.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019, C040

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Schofield, Paul

Instructor Permission Required: No

PHIL S23 Reparations

Colonialism, the genocide of native and Indigenous peoples, and the enslavement of Africans and African Americans, are foundational wrongs in the United States. It is essential to ask whether the United States as a society, as a government, or as individuals must pay reparations to Black and brown people and to Indigenous people for these wrongs. This course examines what it means to make reparations, whether and under what circumstances humans in the present can repair wrongs done by others, and done in the past. The course considers the difference between paying reparations for past wrongs and ending ongoing injustices. Finally, the course asks what the goal of reparations is, whether it is morally required to pay them, and morally justified to demand them.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Stark, Susan

Instructor Permission Required: No

PHIL S28 Homelessness

Homelessness raises special questions for social and political philosophy, for to be homeless is not simply to lack an important resource, but to live in a particular condition and social status. This course takes up questions such as: Is a home necessary for human dignity? Are laws regulating where the homeless can dwell unjust? How does homelessness affect a person's ability to be a full member of their community? Is housing a human right, and should it be subject to market norms? Philosophical readings are supplemented with first-person narratives, policy proposals, journalistic reporting, and legal scholarship.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Schofield, Paul
Instructor Permission Required: No

PHIL S29 Logic: Possibility, Proofs, and Paradox

Building on PHIL 195 (Introduction to Logic), students consider the relationship between logic and reasoning, learn about modal logic (the logic of possibility and necessity), Turing machines, and alternative logics, prove some surprising metalogical results, and puzzle through some logical paradoxes. Prerequisite(s): PHIL 195.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): C031
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Ashwell, Lauren
Instructor Permission Required: No

PHIL S34 What is Philosophy? Metaphilosophy and Philosophical Methodology

This seminar explores the nature of philosophy. What is distinctive about philosophy? Philosophy departments typically offer a reply to this question. Do these characterizations of the nature of philosophy capture the diversity of philosophical methods and questions? This seminar explores this question by considering common criticisms of the value of philosophy, non-Western philosophy, ethnophilosophy, and empirically informed approaches to the study of philosophy. The seminar is designed for philosophy majors and minors to study the diversity and unity of the philosophical enterprise. Prerequisite(s): Four Philosophy courses.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cummiskey, David
Instructor Permission Required: No

PHIL S51B Logic Redesign: Teaching Argument and Abstraction

In this course, students consider the role of learning logic in the Bates curriculum, learn about teaching logic classes, and develop proposals for redesigning the 100-level logic class at Bates. Students choose group projects, which may include topics such as: incorporating more informal logic into the class; building more resources to help future students; Universal Design principles, particularly to help students with learning differences; considering and improving assessment structures, including the currently used specifications grading/competencies assessment structure; the role of logic in the philosophy major. Prerequisite: PHIL 195.

Modes of Inquiry: None
Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ashwell, Lauren

Instructor Permission Required: Yes

Physical Education

Instructors Annino, Coyne, Feldman, Gastonguay, Hayes, Hergeth, Johnson, Kogut, Martin, McKay, Montgomery, Olsen, Simard, Upham, and Vari; Lecturers Casares, Fein (chair), Furbush, and Steenstra

The charge of a liberal arts education includes opportunities for intellectual, physical, and spiritual development; the offerings of the Department of Physical Education and Bates Athletics encourage well-being, cultivate leadership, and provide opportunities for skill development and community building. The department oversees varsity programs, club sports, intramurals, and other recreational programs.

More information is available on the [Bates Athletics website](#).

Course Offerings

PE 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PE S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Physics and Astronomy

Professors Lin, Lundblad, and Smedley; Associate Professors Diamond-Stanic and Oishi (chair); Visiting Associate Professor De Pree; Assistant Professor Cole; Visiting Assistant Professors Gillis and McElmurry

Physics, the study of space, time, matter, and energy, is a fundamental component of a liberal arts education. Introductory courses in physics and astronomy are designed to give students a broad background in the fundamentals of the discipline, an introduction to the logic and philosophy of science, and insight into the understanding and applications of contemporary physics and astrophysics. Advanced courses provide greater depth and sophistication as the student's background in physics and mathematics develops. Laboratory investigation provides a direct understanding of the central role that experimental research plays in the advancement of science.

More information is available on the [Physics and Astronomy department website](#).

Major Requirements

The major in physics can be structured to meet the individual needs of students planning graduate study in physics or engineering, as well as those considering careers in business, teaching, government, law, or medicine. To learn physics effectively, it is important that courses be taken in the recommended order and, if at all possible, with the recommended background. Nevertheless, prerequisites and corequisites can be waived in appropriate circumstances, especially in cases of incoming students with strong backgrounds.

Students considering graduate study in physics or engineering should take PHYS 409 and 422 as well as other courses numbered 300 or higher.

The following courses normally are offered every other year: PHYS 341, 373, and 412. Students should consult the online schedule to determine when these courses are offered.

1. Core

Complete the following courses:

- PHYS 211 Newtonian Mechanics
- PHYS 222 Electricity and Magnetism
- PHYS 231 Laboratory Physics/Lab
- PHYS 301 Mathematical Methods of Physics
- PHYS 308 Introductory Quantum Mechanics
- PHYS 361 Thermal Physics
- PHYS S31 Spacetime, Waves, and Photons

2. Advanced Selectives

Complete at least one course from the following:

- PHYS 409 Quantum Theory
- PHYS 412 Advanced Classical Mechanics
- PHYS 422 Electromagnetic Theory

3. Additional Courses

a. Complete at least one course from the following:

- PHYS 107 Introductory Physics of Living Systems I/Lab
- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS 109 Energy, Matter, and Motion

b. Complete at least one Physics and Astronomy 200-level or above course

PHYS 107, 108, and 109 are eligible for major credit only if taken prior to PHYS S31 or a 200-level physics course. Otherwise, students must complete a second 200-level physics course.

4. Senior Thesis

Complete at least one course from the following:

- PHYS 457 Senior Thesis
- PHYS 458 Senior Thesis

Only one semester of senior thesis may count toward the minimum ten-course requirement.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

A student interested in using physics as a basis for an engineering career should inquire about the Bates dual-degree plans with Dartmouth, Rensselaer, Columbia, Washington University in St. Louis, or Case Western Reserve (consult the website, bates.edu/physics-astronomy/academics/engineering). By careful planning at registration time, similar combination curricula may sometimes be designed with other engineering institutions. Students participating in a dual-degree program declare a major in engineering.

Minor Requirements

The minor in physics consists of six courses in physics, including:

1. Core

Complete one course from the following:

- PHYS 108 Introductory Physics of Living Systems II/Lab
- PHYS S31 Spacetime, Waves, and Photons

Complete the following courses:

- PHYS 211 Newtonian Mechanics
- PHYS 222 Electricity and Magnetism

2. Additional Courses

Complete at least three courses from the following:

- PHYS 107 Introductory Physics of Living Systems I/Lab*

- PHYS 109 Energy, Matter, and Motion**
- Any course in the Physics and Astronomy department 200-level or higher

*Only if taken prior to PHYS 108.

**Only if taken prior to PHYS S31.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the minor.

Course Offerings

ASTR 106 Introduction to Astronomy/Lab

How can we use light to learn about the universe? How can we measure the properties of planets, stars, and galaxies? How can we explore our cosmic origins and the history of the universe? This course provides an introduction to modern astronomy with an emphasis on how we know what we know.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C036, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Diamond-Stanic, Aleks

Instructor Permission Required: No

ASTR 202 Galaxies and Cosmology

An introduction to the astrophysics of galaxies and cosmology with an emphasis on the physical principles required to understand and interpret astronomical observations. Building on a foundation of the introductory physics sequence, this course explores properties of the Milky Way Galaxy, galaxy formation and evolution, the interstellar and intergalactic medium, dark matter and dark energy, the expansion history of the universe, and modern cosmology. Prerequisite(s): PHYS 107 or 109 and 108 or s31.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Diamond-Stanic, Aleks

Instructor Permission Required: No

ATPH 336 General Relativity

General Relativity is a well-tested physical theory first formulated by Albert Einstein, which intricately links gravity to geometry. Course topics include Special Relativity; tensors; geodesics; curvature; and Einstein's field equations and solutions, including applications to black holes, gravitational waves, and cosmology. Additional topics may include experimental tests of General Relativity, the Einstein-Hilbert Action, quantum gravity, and alternative theories of gravity. Mathematical concepts are introduced as needed, but prior experience with linear algebra and differential equations is assumed. Recommended background: PHYS 422. Prerequisite(s): PHYS 108 or s31, 222, and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 103 Musical Acoustics/Lab

An introduction to the science of sound and the acoustics of musical instruments through the study of mechanical vibrations and waves. This is a hands-on laboratory based exploration that includes a significant project component. No background in physics or mathematics beyond algebra is assumed.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C005, C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John

Instructor Permission Required: No

PHYS 106 Energy and Environment

This course examines energy as a fundamental concept in physics and an essential element of human society. Basic principles of energy conservation and transformation are developed to understand sustainable and unsustainable energy resources, and their impact on impending climate change. No background in physics or mathematics beyond algebra is assumed.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John

Instructor Permission Required: No

PHYS 107 Introductory Physics of Living Systems I/Lab

An introduction to physics designed for students majoring in life sciences and/or interested in pre-health studies. Topics include geometrical optics, Newtonian mechanics, acoustics, fluids and thermal physics. Class meetings integrate group-based laboratory investigations, simulations and problem solving.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John; Lin, Hong

Instructor Permission Required: No

PHYS 108 Introductory Physics of Living Systems II/Lab

A continuation of PHYS 107, designed for students majoring in life science and/or interested in pre-health studies. Topics include wave optics, electricity and magnetism, quantum and nuclear physics. Class meetings

integrate group-based laboratory investigations, simulations and problem solving. Prerequisite: PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C036

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Smedley, John; Diamond-Stanic, Aleks

Instructor Permission Required: No

PHYS 109 Energy, Matter, and Motion

A calculus-based introduction to physics for students interested in the physical sciences. Starting from the concept of energy, the course develops mechanics and thermodynamics with a focus on conservation laws for mass, momentum, and energy. Students examine the atomic nature of matter and its implications. They consider current areas of research as well as applications in physics-adjacent disciplines (e.g., biology, oceanography, materials science, etc.) in order to learn the methods and techniques of the course.

Prerequisite(s): MATH 105 or 106, which may be taken concurrently.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

PHYS 115 Physics for Policymakers

This course presents a minimally mathematical survey of advanced physics aimed at providing future policymakers, executives, and elected officials with background necessary to be comfortable with the increasing scientific and technological nature of economic and political issues. Topics covered include energy and power, atoms, heat, radioactivity and nuclear power, gravity and space, electricity and magnetism, waves and light, climate change, quantum physics, and relativity.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C006, C056

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

EAPH 119 The Anthropocene

This research-based course examines the current geological epoch, the Anthropocene, where humans are the agents of environmental change. How does climate change at present differ from those in the past? How do

we know humans really are the drivers of climate change? How can we expect climate change to manifest in the near future? Why is biodiversity important? The course addresses these questions from scientific and mathematical perspectives. The course also critically examines IPCC projections and proposals like the Green New Deal. Students construct their own narrative of the course topics through independent or collaborative research.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 211 Newtonian Mechanics

A rigorous study of Newtonian mechanics. Beginning with Newton's laws, the concepts of energy, momentum, and angular momentum are developed and applied to gravitational, harmonic, and rigid-body motions. Prerequisite(s): MATH 106 and PHYS 107 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

PHYS 216 Computational Physics

An introduction to computational methods for simulating physical systems, this course focuses on the numerical analysis and algorithmic implementation necessary for efficient solution of integrals, derivatives, linear systems, differential equations, and optimization. While the course presents a rigorous introduction to the numerical analysis underlying these techniques, the emphasis remains on practical solutions to important physical problems. Students solve problems across the wide range of applications of computational physics including astrophysics, biological population dynamics, gravitational wave detection, urban traffic flow, and materials science. No prior experience in programming is required, though students without a technical computing background are encouraged to take PHYS s10 before enrolling. Prerequisite(s): MATH 106 and either PHYS 108 or PHYS S31. Prerequisite(s), which may be taken concurrently: MATH 205.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): DCS 216

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

PHYS 220 Dynamical Climate

An introduction to the dynamical behavior of climate on geologic and human timescales. Simple conceptual models are developed, with the goal of understanding the role of feedback, stability, and abrupt changes. Topics include the basic physics of climate, El Niño/La Niña, climate models, the greenhouse effect and global warming, and glacial cycles. Python is used as the main computational tool; no prior experience is required. Prerequisite(s): MATH 106; and any 100-level earth and climate sciences course OR PHYS 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006, C007

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EACS 220

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 221 Nuclear and Radiation Physics

How and why do radioactive nuclei emit radiation? How does ionizing radiation interact with matter and what does that mean for us? How is radiation used to image the body and treat cancer? What are the health hazards of radiation? How do we harness nuclear reactions to generate energy? This course surveys the fundamentals of radioactivity, nuclear reactions, x-ray and gamma physics, radiation dosimetry, medical imaging and therapy, and nuclear reactor physics. Students explore the scientific, medical, environmental, and political contexts of nuclear and radiation science. Prerequisite(s): PHYS 108 or 109.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gillis, Wesley

Instructor Permission Required: No

PHYS 222 Electricity and Magnetism

A detailed study of the basic concepts and fundamental experiments of electromagnetism. The development proceeds historically, culminating with Maxwell's equations. Topics include the electric and magnetic fields produced by charge and current distributions, forces and torques on such distributions in external fields, properties of dielectrics and magnetic materials, electromagnetic induction, and electromagnetic waves. Prerequisite(s): MATH 106 and PHYS 108 or 109. Prerequisite(s), which may be taken concurrently: PHYS 108. Recommended background, which may be taken concurrently: MATH 206.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

PHYS 230 Electronics

A laboratory-oriented study of the basic principles and characteristics of electronic components and their applications in circuits and instruments found in a research laboratory. Both analog and digital systems are studied, as are microcontrollers and their applications. Prerequisite(s): PHYS S31, or PHYS 222, or PHYS 108 AND MATH 106.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gould, Travis; Lundblad, Nathan

Instructor Permission Required: No

PHYS 231 Laboratory Physics/Lab

Students investigate selected experiments relevant to the development of contemporary physics and the practice of experimental physics research. They are introduced to the use of electronic instruments and computers for data acquisition and analysis, techniques of error analysis, and the practice of speaking and writing about experimental physics. Prerequisite(s): PHYS 211, 222, 230, or s31.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gould, Travis; Lundblad, Nathan

Instructor Permission Required: No

MAPH 255E Nonlinear Models and Chaos

A model is a simplified description of a system in mathematical and/or conceptual terms. Models help us understand how systems work and behave. The goals of this course are threefold: building models of natural systems, exploring their underlying mathematical structures and similarities, and simulating them with computers. Concepts acquired from simple systems in physics are applied to more complex systems in areas of biology, environment, climate, and social dynamics. Prerequisite(s): MATH 105 or 106 and PHYS 107.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 301 Mathematical Methods of Physics

A study of selected mathematical techniques necessary for advanced work in physics and other sciences. The interpretation of functions as vectors in Hilbert space provides a unifying theme for developing Fourier analysis, special functions, methods for solving ordinary and partial differential equations, and techniques of vector calculus. These methods are applied to selected problems in acoustics, heat flow, electromagnetic fields, and classical and quantum mechanics. Prerequisite(s): PHYS 211. Prerequisite(s) or corequisite(s): MATH 205. Recommended background, which may be taken concurrently: MATH 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

PHYS 308 Introductory Quantum Mechanics

An investigation of the basic principles of quantum mechanics in the Schrödinger representation and the application of these principles to tunneling, the harmonic oscillator, and the hydrogen atom. Basic theoretical concepts such as Hermitian operators, Ehrenfest's theorem, commutation relations, and uncertainty principles are developed as the course proceeds. Prerequisite(s): PHYS 301 and s31.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

PHYS 309 Quantum Computing

In the emerging field of quantum computing, the laws of nature are used to store and process information in new ways. Leveraging the extraordinary properties of quantum mechanics enables an exponential speed-up for certain classes of computational problems. In this course students are introduced to the ideas of the qubit, quantum gates, and quantum circuits; learn about experimental progress; explore quantum algorithms; and implement their own code on quantum cloud computing resources. Prerequisite(s): MATH 205. Prerequisite(s) or corequisite(s): PHYS 308.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

ATPH 336 General Relativity

General Relativity is a well-tested physical theory first formulated by Albert Einstein, which intricately links gravity to geometry. Course topics include Special Relativity; tensors; geodesics; curvature; and Einstein's field equations and solutions, including applications to black holes, gravitational waves, and cosmology. Additional topics may include experimental tests of General Relativity, the Einstein-Hilbert Action, quantum gravity, and alternative theories of gravity. Mathematical concepts are introduced as needed, but prior experience with linear algebra and differential equations is assumed. Recommended background: PHYS 422. Prerequisite(s): PHYS 108 or s31, 222, and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 341 Condensed Matter

A study of crystal structures and the electronic properties of solids, together with an investigation of some active areas of research. Topics include crystal binding, X-ray diffraction, lattice vibrations, metals, insulators, semiconductors, electronic devices, superconductivity, and magnetism. Prerequisite(s): PHYS 222 and 301. Recommended background: PHYS 308 or 361.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lundblad, Nathan

Instructor Permission Required: No

PHYS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 361 Thermal Physics

The theory of equilibrium states is developed in a general way and applied to specific thermodynamic systems. The concepts of classical and quantum statistical mechanics are formulated. Prerequisite(s): PHYS 108 or s31 and PHYS 211 or 222.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PHYS 373 Classical and Modern Optics

A general course on light treated as an electromagnetic wave, including the theory and operation of common optical instruments. A significant part of the course is devoted to topics in modern optics, such as the use of lasers and the nonlinear effects produced by intense light sources. Prerequisite(s): PHYS 108 or s31 and PHYS 222.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C036

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Gould, Travis

Instructor Permission Required: No

PHYS 409 Quantum Theory

A formal treatment of quantum theory using Dirac notation, including an introduction to approximation methods and their applications. The general theory of angular momentum and time-independent perturbation theory are developed and used to derive the fine and hyperfine structures of hydrogen. Additional topics may include quantum statistics, quantum dynamics, and time-dependent perturbation theory.

Prerequisite(s): PHYS 308.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

PHYS 412 Advanced Classical Mechanics

A development of the Lagrangian and Hamiltonian formulations of classical mechanics, together with the ideas of symmetry and invariance and their relation to fundamental conservation laws. Additional topics include kinematics and dynamics in noninertial reference frames, a detailed analysis of rigid-body motion, and the theory of small oscillations and normal modes. Prerequisite(s): PHYS 211 and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Oishi, Jeffrey

Instructor Permission Required: No

PHYS 422 Electromagnetic Theory

Starting from Maxwell's equations, this course develops electrostatics from solutions to Poisson's equation, magnetostatics using the vector potential, electrodynamics with scalar and vector potentials, and properties of electromagnetic waves. Simple radiation problems are discussed as well as the relativistic formulation of electrodynamics. Prerequisite(s): PHYS 222 and 301.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lin, Hong

Instructor Permission Required: No

PHYS 457 Senior Thesis

An independent study program for students working on a research problem in a field of interest, culminating in the writing of a senior thesis. Students register for PHYS 457 in the fall semester. Majors writing an honors thesis register for both PHYS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

PHYS 458 Senior Thesis

An independent study program for students working on a research problem in a field of interest, culminating in the writing of a senior thesis. Students register for PHYS 458 in the winter semester. Majors writing an honors thesis register for both PHYS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

BIPH S21 Biological Fluorescence Microscopy

Fluorescence microscopy is a ubiquitous tool in biological and biomedical research. Guided by the laws of physics, biological imaging has evolved over the past several centuries from observing pond scum to resolving individual proteins at the molecular scale. This course surveys the properties of light, the fundamental physics of imaging systems, fluorescence, image acquisition, and their application in addressing biological questions. This course is hosted at Bates and the Mount Desert Island Biological Laboratory, where students learn to prepare biological samples for fluorescence imaging and the operation of several types of commercially available microscopes. Prerequisite(s): BIO 195 or PHYS 107 or 109. Recommended background: basic knowledge of algebra and trigonometry.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gould, Travis

Instructor Permission Required: Yes

PHYS S31 Spacetime, Waves, and Photons

An exploration of several core ideas in modern physics: special relativity (Einstein's formulation of space and time underlying the modern understanding of the universe), the wave and particle (photon) nature of light, and the consequences of energy quantization. Laboratory investigations consider related phenomena. The course may examine additional topics in quantum mechanics and nuclear or particle physics. Prerequisite(s): MATH 106 and PHYS 107 or 109.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: Seniors

Cross-listed Course(s): None

Instructor: Lundblad, Nathan; Lin, Hong

Instructor Permission Required: No

PHYS S34 Elementary Particle Physics

At subatomic scales, all known physics is described in terms of a small number of types of particles, classified as leptons (and antileptons), quarks (and antiquarks), gauge bosons, and the Higgs boson. This course explores the properties and interactions of these elementary particles. Topics include the historical development of relativistic quantum mechanics and quantum field theory; the modern theories of the strong, weak, and electromagnetic interactions; electroweak symmetry breaking; experimental methods of particle physics; and the ongoing quest to discover and understand physics beyond the Standard Model.
Prerequisite(s): PHYS 308

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Politics

Professors Ásgeirsdóttir, Engel, and Richter; Associate Professors Aslan, Baughman (chair), and Pérez-Armendáriz; Assistant Professors Britt, Gilson and Lim; Visiting Assistant Professors Bačovský, Price, and Williams

Politics is the study of the processes that define, produce, and distribute power, authority, and values. Political studies inherently subvert the naturalness and inevitability of what is, by looking historically and cross-culturally at what has been in other times or places, and what might be. Politics is a heterogeneous scholarly field that utilizes a range of research methods and a variety of diverse forms of evidence, both qualitative and quantitative. The discipline analyzes political processes at individual, local, national, and international levels. Students consider topics such as states, political institutions, social movements, political ideologies, identities, cooperation, conflict, war, and diplomacy. Courses engage multiple disciplinary approaches and cultural perspectives, stressing the importance of the diversity of political experience, including a global range of politics that address the roles of race, class, ethnicity, sexuality, and gender in political life.

More information is available on the [Politics department website](#).

Major Requirements

Students majoring in Politics should complete 10 courses and Politics senior thesis.

1. Foundations

Complete at least three Politics courses at the 100-level.

The department encourages students to complete these courses by the end of the sophomore year.

2. Exploration

Complete at least five Politics courses at the 200-level or higher (recommended at the 200-level, although this requirement can be filled by either 200 or 300-level courses).

A Politics course taken during the Short Term should only count in this category. First-Year Seminars taught by Politics faculty, study abroad courses, and one non-Politics course approved for Politics credit may also count in this category.

3. Research Development and Application

Complete at least two 300-level Politics seminars taught by Politics faculty at Bates.

Complete at least one Politics Senior Thesis or Thesis Seminar.

Courses Taken Outside of Bates

At most 2 study-abroad courses can count for the Politics major. They can count for the exploration category

Subject to the approval of the department chair, students may apply no more than two courses taken outside of the Bates politics department to the major. This option may include up to two courses not taught at Bates

(e.g., study abroad or summer study). To receive approval for these courses, students must provide evidence of their content and the work completed to the politics department chair.

AP credits can count for general Bates credit or for prerequisites in the major. However, they cannot count for credit in the major.

For transfer students, up to 4 transfer courses can go to either category 1 (foundations) or category 2 (exploration). This is subject to the approval of the department chair.

Pass/Fail Policy

Pass/Fail grading may be elected for one course applied toward the major. This course must be below the 300 level.

Other Considerations

The Politics major permits 1 Bates course that is not explicitly crosslisted with Politics to count toward the major. Doing so permits students to explore topics that overlap with concerns within political inquiry. This course should count for category 2 (exploration). The list of approved courses can be found at www.bates.edu/politics. This list is updated annually.

Students must take no fewer than 2 300-level courses. All 300-level Politics courses must be W2 tagged. All 300-level Politics seminars must be listed in or cross-listed with Politics.

1 Politics short-term course can be applied to the major. Politics does not require a short term.

Students in the classes of 2025 and 2026 can opt-in this new system without focus areas (Politics concentrations).

Course Offerings

PLTC 115 U.S. Political Institutions and Processes

This introductory description and analysis of United States governmental and political institutions and processes is particularly focused on exploring the conditions and strategies for political decision making. It is organized to introduce students to common questions about and analysis of federal institutions (Presidency, Congress, Judiciary), Constitutional history and the founding, political parties, elections, voting behavior interest groups, and public opinion.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Engel, Steve; Baughman, John

Instructor Permission Required: No

PLTC 121 Moral Questions and Political Choice

The world is growing smaller, and life in a global context involves making decisions about controversial political questions. On what basis do we make these decisions? What is the right way to think about questions of poverty, violence, women's roles, or human rights, and how do we know? This course explores the moral questions embedded in discussions of political change. Students read a diverse range of theoretical and historical materials to think about questions of human nature, proper human interactions, justice, freedom, responsibility, and potentiality. Students also write short research papers and personal essays. The objective is to better understand the moral and political questions involved in citizenship in a global world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 122 Government and Politics in Comparative Perspective

In this course, students consider the principal theories and methods for studying comparative politics. What is the State and how did it come about? What characterizes a democratic regime and how is it different from a non-democratic regime? How and why do some regimes become authoritarian and why do some regimes undergo successful democratic transition? What have been the primary approaches to economic development and its relationship to political development? How do countries approach redistributive economic policy? What is the role of identity in global politics? How and why do people mobilize and when does mobilization result in revolution or political violence?

Modes of Inquiry: [QF]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

PLTC 123 Introduction to Comparative Politics

Comparative politics is a broad field of study that compares issues and institutions across countries or analyzes political institutions and processes within one country. This course introduces the comparative method to interrogate four main questions: Why do countries adopt certain institutions and how do they impact politics and society? Why are some countries more democratic than others? Why are certain countries wealthier than others?

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Puck, Logan

Instructor Permission Required: No

PLTC 125 States and Markets

Given the current debate over globalization, questions about the relationship between states and markets-domestic and global-have become increasingly contested. With that in mind, this course examines how the relationship between states and markets has changed over the past fifty years, exploring such questions as: What is a state? What is a market? How do markets constrain the state? To what extent can the state rein in market forces? How has the relationship between states and markets changed over time? Do states differ in their ability to influence markets?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C014, C045

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Grahame, Alyssa; Asgeirsdottir, Aslaug

Instructor Permission Required: No

PLTC 155 Gender, Power, and Politics

This course scrutinizes several sites where power is produced-constitutions, international politics, political theory, social movements, and globalization- in order to assess the impact of gender on the status, behavior, and authority of different political actors. Recognizing how race, class, sexuality, and citizen status matter, students consider why women are under-represented in nearly all governments and how differences in national and international settings occur. Students examine questions, concepts, and theories that acknowledge women's political agency and help assess their influence across a range of political systems.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C008
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): GSS 155
Instructor: Lim, Seulgie
Instructor Permission Required: No

PLTC 171 International Politics

This course explores some of the many structures and processes that organize world politics, including the system of sovereign states, the global capitalist economy, and the varied ways gender and race form nation-states and therefore their interaction at a global level. To examine how these structures reinforce, intrude upon, and sometimes subvert each other, this course first delves into some of the major theories of International Relations and later focuses on specific case studies such as international efforts to regulate climate change, human rights, migration, and international trade.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C014
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Richter, Jim; Lim, Seulgie
Instructor Permission Required: No

PLTC 191 Western Political Theory

The course examines the relation of Western political thought to current struggles against various forms of oppression. When white Western male theorists use the language of truth and justice, law and order, or rights and liberty, do they speak for everyone? Or do their writings reinforce asymmetries of economic and social power? Students consider various responses to such questions while reading and discussing selections from Plato, Locke, Wollstonecraft, and Marx.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Gilson, Lisa
Instructor Permission Required: No

PLTC 203 Colorblind or Racialized? Law and Policy in the Making of Race

Is America "post-racial"? Recent media focus on police shootings, wealth gaps, and ongoing debates about immigration suggest that race and inequality continue to shape life experiences of Americans in the twenty-first century. This course examines current policy issues, asking how public and private discourses and institutional practices shape understandings of race and justice. Students consider how perceptions of race,

ethnicity, and "colorblindness" are embedded in patterns of disparity and investigate alternatives that ordinary people and some political elites are posing for more judicious policy to foster equality and racial justice. Recommended background: AFR 100; PLTC 115; or one 100-level history course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013, C037, C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 205 State-Society Relations in the Modern Middle East

Like no other political entity in history, the modern state seeks to transform society into an image of its own making and to harness its citizens' productive power for its own benefit. States in the Middle East, like those all over the world, have attempted this feat with varying degrees of success and failure. This course examines state efforts to dominate and shape society in the Middle East and the myriad ways that social groups have resisted, assisted, and otherwise modified state rule. Prerequisite(s): any 100 or 200-level course in politics. Recommended background: PLTC 262.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

PLTC 208 Latinx Politics

This course explores the role of Latinos in the state and national politics of the United States. It begins by examining the meaning of Latino, then explores the history of Latino political organization, social movements (civil rights), and political incorporation (citizenship acquisition, registration and voting). The course considers contemporary Latino participation in U.S. politics, including modes of political organization, social movements, public opinion, the impact of Latino voters on recent campaigns and elections, and the election of Latinos to public office. Although the course gives particular attention to Mexicans, Puerto Ricans, Dominicans, Salvadorans, and Cubans, it also serves as an introduction to the broader study of ethnic politics in the United States. Recommended background: PLTC 115.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 208, PLTC 201

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

PLTC 210 International Human Rights in Africa

This course offers an in-depth survey, analysis, and assessment of international human rights as a global regime and institution. Students first learn the origins of the concept of human rights by surveying religious, traditional, and early legal documents. Then they consider different generations of human rights and the different categories and international treaties that accompany them. The course examines case studies in Africa to better understand and analyze the debates and implementation surrounding human rights.

Recommended background: INDS 100 or PLTC 122 or 171.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

PLTC 211 American Parties and Elections

The origins, structures, activities, and functions of parties in the American political system. Students analyze elections, voter behavior, campaign strategy, campaign finance, and the role of parties in the operation of government. Prerequisite(s): one of the following: PLTC 115, 122, or 125.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

PTSO 212 Race and Mass Incarceration in the United States

This course provides an analysis of the criminal justice system with a particular focus on the centrality of crime policy to the making of race in the United States. Specifically, the course examines the war on drugs. Students consider how changes to laws and policies transformed the way we punish crime as a country, and their disproportionate impact on Black and Brown communities. Students also explore reformist and abolitionist social movements and their efforts to redress these disparities in the criminal justice system through policy change. Recommended background: PLTC 115.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bedecarre, Kate

Instructor Permission Required: No

PLTC 213 Great Power Politics

Since the end of the cold war, the United States has been the preeminent power in international politics, with unrivaled military strength, the largest economy, and the greatest influence on global culture. Though the United States retains its advantage in each of these areas, many believe its relative strength has declined in recent years with the increasing economic might of the People's Republic of China and the growing assertiveness of the Russian Federation, challenging presumptions of globalization. This course considers whether earlier discussions of great power politics remain relevant to international politics today, focusing on the foreign policies of the United States, China, the Russian Federation, and the most influential voices of the European Union, France and Germany. Prerequisite(s) or corequisite(s): PLTC 171, 122, 225, or 283.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Richter, Jim

Instructor Permission Required: No

PLTC 215 Political Participation in the United States

Citizen participation lies at the heart of democratic decision making, but its importance extends well beyond formal tools like voting. This course explores the many ways in which Americans participate in politics and voice demands on the government, both formally and informally, from letters to the president to demonstrations in the streets. Students also look at who uses these tools, including the ways in which class, race, and gender affect political influence. Prerequisite(s): one of the following: PLTC 115, 122, or 125.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John; Bedecarre, Kate

Instructor Permission Required: No

PLTC 216 Constitutional Law I: Balance of Powers

This course investigates the development of constitutional law in the United States, with focus on governmental structure - popular sovereignty, separation of powers, and federalism - and some basic and contested techniques of constitutional interpretation. Topics include the powers of the legislative branch, the presidency, and the judiciary; the development of judicial review; the relationship among the three federal branches; the balance of powers between the federal government and state governments; and government regulation of citizens' economic rights. Prerequisite(s): Any PLTC 100 level course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Engel, Steve
Instructor Permission Required: No

PLTC 218 Statistics for Political Analysis

In this course, students learn how political scientists use statistics. They learn basic statistical concepts, make controlled comparisons, use statistical tests and measures of association to make inferences, and conduct linear regressions. The course develops practical skills, including the ability to use the computing program R, create graphs and perform statistical analysis using R. Students also explore the advantages and limitations of statistics as a research methodology as well as questions of research ethics. Politics majors may not count the course toward their major concentration; however, regardless of their concentration, students may count the course as one of the required courses outside of their major concentration. Prerequisite(s): one 100-level course in politics.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ko, Jiyoun
Instructor Permission Required: No

PLTC 222 International Political Economy

This course offers an introduction to the theories and debates regarding the politics of trade, multinational corporations, money and finance, and regional integration of developed and developing countries. Students explore the connections between international politics and economics both historically and in the contemporary era of "globalization." Topics include the power of transnational corporations, the emergence and significance of the World Trade Organization, and the European Union and the role of the International Monetary Fund in the development world.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C014
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Grahame, Alyssa; Asgeirsdottir, Aslaug
Instructor Permission Required: No

PLTC 225 International Security

War and conflict are persistent elements in international politics. There are many forms of international conflict, including global wars, local wars, terrorism, and insurgencies. This course begins by looking at the causes of war and conflict, examines forms of conflict, and ends with a look at war's consequences. It provides some historical background, but concentrates on explaining issues in contemporary international politics. Recommended background: PLTC 171.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C014
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ko, Jiyoung
Instructor Permission Required: No

PLTC 230 The U.S. Congress

This course explores the U.S. Congress and legislative politics. Students examine the practice and significance of congressional elections and the organization and behavior of congressional institutions, including their historical development, with a special emphasis on the connection between electoral behavior and lawmaking. Prerequisite(s): one of the following: PLTC 115, 122, or 125.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Baughman, John
Instructor Permission Required: No

PLTC 232 The Politics of Post-Communism

The collapse of communism in Eastern Europe and Asia provide a unique opportunity to examine why things change and why things stay the same. This course examines how Russia and at least one other post-communist country have dealt with the three fundamental challenges that all such countries had to face: the transformation of political institutions; the transformation of economic institutions; and the redefinition of national identity. Prerequisite(s): any 100-level course in politics or any course in European studies.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C024
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Richter, Jim
Instructor Permission Required: No

PLTC 236 The Global Politics of Climate Change

Few issues are likely to affect the lives of young people across the globe as much as climate change. Few issues engage more diverse social actors and present such complexities in devising a response. This course uses climate change as an extended case study to examine theories of international cooperation around climate change and examine the structures, actors, and processes of governance on a global scale. Prerequisite(s): any 100-level course in politics or any 200-level course in environmental studies.

Modes of Inquiry: [HS]

Writing Credit: None
GEC(s): C014
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Richter, Jim
Instructor Permission Required: No

PLTC 238 Queer Power: Political Sociology of U.S. Sexuality Movements

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009, C013, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): GSS 238, SOC 238
Instructor: Engel, Steve
Instructor Permission Required: No

PLTC 241 The European Union

This course investigates the politics of European integration and disintegration, with a specific focus on the European Union. Students examine the origins and development of the European Union and its future prospects. Will Europe grow closer together or further apart? What are the trade-offs between "social" and "market" models of integration? What are the impacts of enlargement? What is the future of the Eurozone? Does the E.U. promote regional nationalism, e.g., in Scotland and Catalonia? Why did Britain decide to "leave" the E.U.?

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Grahame, Alyssa
Instructor Permission Required: No

PLTC 243 Politics and Literature

Why would a politically-opinionated person write a piece of literature rather than a political treatise? This course explores what the literary form might reveal about politics that more formal political theory misses. Students examine four interconnected topics – gender politics, political fugitives, utopias and dystopias, and the social construction of race – to consider the advantages of narrative writing for expressing one's political views. Readings span across space and time, from Ursula Le Guin's *The Dispossessed*, and Sophocles' *Antigone* to *The Bluest Eye* by Toni Morrison.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

PLTC 249 Politics of Latin America

This course considers how major political and economic actors, events, and ideas from the late nineteenth century to the beginning of the twenty-first contribute to strengthening or weakening democratic governance in South America today. Students consider mass politics and populism, regime breakdown and military rule, the twin challenges of democratic transitions and neoliberal economic reforms, and finally the post-transition challenges of persistent low quality of democracies and income inequality. Recommended background: HI/LL 181 and PLTC 122.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): LALS 249

Instructor: Perez-Armendariz, Clarisa; Puck, Logan

Instructor Permission Required: No

PLTC 251 Psychology of Political Behavior

In this course, students investigate how people think and feel about politics. They consider the role of underlying psychological processes in shaping political behavior of both citizens and elites. They dive into the psychological roots of political behavior, focusing on the mechanisms of how people structure their political beliefs and make political decisions, including topics such as emotion, bias, and persuasion. Students also look at political psychology of groups, and examine reasons why people dislike others, the psychological origins of political conflicts, and the pathways to compromise and cooperation. Recommended background: any 100- or 200-level politics course. Some background in psychology is useful, but not required.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bacovsky, Pavel
Instructor Permission Required: No

PLTC 256 Feminist Political Thought

What is the point of feminism? This course brings an emphasis on the big questions about gender to political science while bringing a specifically political theoretical mode of questioning to gender and sexuality studies. Students evaluate and reshape their own beliefs about feminism and its political demands while reading and discussing feminist theories and writing their own feminist theory. Themes may include feminist epistemology, intersectionality, Black feminisms/womanisms, lesbian and trans feminisms, democratic feminist theory, ecofeminism, Indigenous feminist theory, transnational feminism, feminist theories of work and labor, and anti-pornography feminism. Students will examine feminist political thought as both a practice (what should feminist politics be?) and a methodology (how do we theorize and practice feminist politics?). Recommended background: PLTC 121, 191, and/or a GSS course.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PLTC 259 Comparative Politics of Immigration Control

Why and how do countries around the world control international migration? This course tackles this question in three parts. First, we explore why people migrate and how states create distinctions between migrants and citizens. Second, we examine how they control their own citizens seeking to emigrate (leave their 'home' country); noncitizens (foreigners) living within their territorial borders; and, noncitizens attempting to enter their territory. The third part of the course introduces several theories that explain why states control migrants and why they adopt varying forms of migration control. Upon completing the course, students understand that migration control is not unique to the United States. They can compare migration control regimes around the world and explain the role of historical and contemporary drivers, including colonialism, racism, capitalism, economic crises, nationalism, and electoral politics in these regimes' formation.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): SOC 259
Instructor: TBA, Staff
Instructor Permission Required: No

PLTC 260 Nationalism and Nation Building

This course provides an overview of major theories on nationalism and nation building. It introduces different forms of nationalism and discusses the relationship between the emergence of modern states and the idea of national identity. Students explore how nationalism relates to state building, citizenship, different regime types, economic change, gender, and religion.

Case studies are drawn from the experiences of national identity formation in countries such as France, Germany, Turkey, Saudi Arabia, Iran, and India. Recommended background: any 100-level course in politics or any course in European studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C037, C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

PLTC 261 Nuclear Politics

This course explores the history and politics of the use and non-use of nuclear weapons and nuclear proliferation in international relations. Why do states develop nuclear weapons? Did the creation of nuclear weapons bring a fundamental shift in the nature of warfare and international relations? If so, how? What is the strategic and political utility of nuclear weapons? Do nuclear weapons increase the likelihood of victory in international crises? Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ko, Jiyoung

Instructor Permission Required: No

PLTC 262 Politics of the Modern Middle East

An introduction to the politics of the Middle East and North Africa, concentrating on the history of the Muslim world, including the rise of Islam, empires, colonialism, and the formation of modern states in the twentieth century. Students investigate different regime types, political ideologies, authoritarianism, political economy, and the politics of gender in various Middle Eastern countries, including Egypt, Morocco, Iran, Turkey, Syria, and Saudi Arabia. They also discuss prospects for democracy and liberalization in different Middle Eastern countries. Recommended background: any 100-level politics course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

PLTC 263 Women and the Women's Movement in Africa

This course introduces students to the role of women in different contexts throughout Africa. The depiction of Africa in Western media is often negative, dealing mostly with civil conflicts, epidemics, lack of resources, and human rights abuses. While these certainly remain a reality, they provide a limited perspective. This course strays away from such preconceptions and examines issues surrounding women in Africa, including political participation, conflict, women's rights, and civil society. Students having taken courses in international relations, politics, and gender and sexuality studies may have an easier time understanding the theoretical framework, but such courses are not required. Prerequisite(s): one 100-level politics course. Recommended background: GS/PT 155, INDS 100, PLTC 122, or PLTC 171.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

LLPT 264 U.S. - Latin American Relations

What is it like to live beneath the most powerful country in the world? This course analyzes the long and complicated relationship between the United States and Latin America. Students explore how domestic and international political and economic factors have shaped the development of this relationship. They also investigate the impact of U.S. policies on individual Latin American countries and the varied responses to them by groups and individuals in the region. Recommended background: HI/LL 181 and PLTC 122.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Puck, Logan

Instructor Permission Required: No

PLTC 265 Performance and Politics

This course will examine how doing politics is intrinsically performative. Performances are sets of dramatically coordinated acts that convey symbols, stories, and emotions to others. At the individual level, a political performance involves the strategic use of language, gestures, facial expressions, or clothing to shape an idealized impression for a political goal. At the collective level, they can take different forms of orchestrated affairs, such as spectacles, ceremonies, and rituals staged to convey a political message. This course will compare different styles of performance in politics based on case studies from around the world and discuss how these styles relate to state building, nationalism, democracy, authoritarianism, and

populism. It will discuss how performances can have different effects, from repression to legitimation. It will also examine social reception of performances and the ways social movements challenge the state through their own performative tools.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

ESPT 272 Oikos: Rethinking Economy and Ecology

Economy and ecology share the same Greek root: oikos, or "home." Both name relationships that are crucial to the sustenance of life, yet these two domains often appear to be locked in mortal combat. Why is the oikos of modern life torn asunder? What is this split and how did it arise? Is reconciliation possible? If so, what might it entail? This course brings critical tools from political theory and science studies to bear on these questions, exploring a variety of attempts to rethink the relation between economy and ecology and to reconfigure the very nature of the categories themselves. Recommended background: one course in anthropology, economics, environmental studies, politics, or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Miller, Ethan

Instructor Permission Required: No

PLTC 276 U.S. Foreign Policy

This course traces the historical and institutional roots of U.S. foreign policy themes. Students draw on primary documents to capture recurring debates such as imperialism vs. isolationism and free trade vs. protectionism. Students then turn to issues such as intervention, environmental policy, and other contemporary challenges. Special attention is given to the potential conflicts between an effective foreign policy and democratic governance.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 281 Terrorism, Insurgency, and Civil War

Intrastate conflicts have been the dominant form of political violence since 1945. While their number has fallen since the end of the cold war, they have caused more than 15 million deaths since 1945, and in the words of a World Bank overview, represent "development in reverse." Beyond their enormous human cost, these conflicts impact many elements of politics, such as state building, political institutions, and the ordering of political power. This course examines the causes, dynamics, prospects for peace, and lasting legacies of political violence in a variety of cases, through a mix of reading, lectures, discussion, writing, and presentations. Recommended background: Familiarity with statistics and calculus is helpful, but not required.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Price, Chris

Instructor Permission Required: No

PLTC 282 Constitutional Law II: Rights and Identities

An introduction to constitutional interpretation and development in civil rights and race equality jurisprudence, gender equality jurisprudence, sexual orientation law, and matters related to privacy and autonomy (particularly sexual autonomy involving contraception and abortion access). Expanding, contracting, or otherwise altering the meaning of a right involves a range of actors in a variety of venues, not only courts. Therefore, students consider rights from a "law and society" perspective, analyzing judicial rulings as well as evaluating the social conceptualization, representation, and grassroots mobilization around these rights. Prerequisite(s): PLTC 216 or any course in gender and sexuality studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C009, C013, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 282

Instructor: Engel, Steve

Instructor Permission Required: No

ASPT 283 International Politics of East Asia

This course examines the security, political, economic, and cultural relations of East Asia through a range of theoretical perspectives in international relations. The major goal of the course is to understand the character, causes, and consequences of international conflict and cooperation in East Asia. Historical comparisons are drawn between the post-World War II and post-cold war periods. The course also considers foreign policy implications for the United States. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C053

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Ko, Jiyoung
Instructor Permission Required: No

PLTC 284 The Political Economy of Capitalism

Political economy studies the market and the state as interrelated institutions. This course examines capitalism within its political context from two complementary perspectives. Students examine the historical evolution of social scientific thinking about the economy, in the process identifying some of the central critiques and defenses of capitalism as a system of social organization. Then they consider political economy topically, addressing a series of policy challenges thrown up by capitalism and considering multiple perspectives on how those challenges should be diagnosed and addressed.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C014
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ECON 284
Instructor: TBA, Staff
Instructor Permission Required: No

PLTC 285 The Politics of U.S. Law

In this course, we will examine the form and function of the U.S. judicial system, focusing on the primary institutions and actors that interact in the judicial process, including lawyers, law clerks, judges and justices, and executive and legislative officials at the state and federal levels. Students will explore the differences between 1) the selection, structure, and decision-making process of state and federal courts; 2) the procedures of different types of courts (trial vs. appellate) and 3) the process of civil and criminal law. Throughout this course, we will pay particular attention to the way that politics interacts with law to form judicial outcomes, whether that be through the decisions emanating from a court or the way in which policymakers implement court decisions. Students will understand law as a function of the preferences and actions of political actors and the public. Prerequisite(s): PLTC 115.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

AMPT 287 American Political Economy

The United States of America is the richest country in the world, but it is also deeply and increasingly unequal. This course approaches the American economy as a field of power. Students investigate the political thought traditions that animate the ideologies and institutions at the heart of the U.S. market economy. They

confront the central role of transatlantic slavery in the historical construction of the American polity and the American economy alike, and the contemporary reverberations thereof. Finally, they examine phenomena such as the radical right, the progressive movement, rural underdevelopment, the declining American middle class, welfare reform, and competition for global economic dominance.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

PLTC 290 Politics of Sub-Saharan Africa

An introduction to key historical and contemporary issues in sub-Saharan Africa, including state formation, democracy, civil society, and religion. Despite the large number of countries with different histories and cultures comprising the region, sub-Saharan Africa is often too simplified as a place of civil wars, ethnic violence, corruption, and poverty. The narrow selection of topics covered by the media and our general lack of interest therefore neglect the variety of landscapes, political systems, economic growth, and society-religion relationships, among others. Students analyze the debates surrounding the region to better understand its complexities, and explore unfolding patterns of change witnessed at the opening of the twenty-first century and ways that younger and older Africans shape their own political and economic situations. Recommended background: PLTC 122 or 171.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

PTSO 291 Black Rebellions in the U.S.

Can political violence can ever be ethically justified? Students consider the theoretical and ethical debates that surround this question in the context of Black uprisings. This seminar traces major episodes of Black rebellion in the United States from the beginning of the African slave trade to the contemporary Black Lives Matter Movement moment. Students develop a nuanced understanding of how Black insurgents have understood the power relations of the world, and their critiques of both the U.S. government and popular social movements.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bedecarre, Kate

Instructor Permission Required: No

PLTC 292 Political Freedom

What is the relationship between freedom and politics? Is politics antithetical to freedom? Is political freedom one kind of freedom among many? Can we only be free through participating in politics? In this course, students consider the idea that politics and freedom are fundamentally in tension with one another. Then they explore the notion that freedom can be pursued in different ways, including through politics. They examine the argument that freedom can only be attained in and through political action. Finally, they examine how these three different understandings of the relationship between politics and freedom might or might not apply to contemporary political controversies. Recommended background: PLTC 191.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

PLTC 295 Reading Marx, Rethinking Marxisms

Students practice different ways of reading and rethinking the work of Karl Marx. The first part of the course permits unrushed, close reading and discussion of Marx's best-known texts. The second part emphasizes recent efforts by critical theorists to revise the original doctrine without abandoning radical politics. Topics for reading and discussion include various Marxist feminisms, Marxist literary theory, and other Marxist interventions against capitalism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C008

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 301Z Race and U.S. Women's Movements

This course considers how racial formations have developed in and influenced gendered and feminist movements. Movements examined may include woman's suffrage, anti-lynching, civil rights, Black Power, LGBTQ+, moral reform, welfare rights, women's liberation, and peace. Topics examined include citizenship, colonization, immigration, reproductive justice, and gender-based violence. Cross-listed in gender and sexuality studies, history, and politics.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Gender)(Africana: Historical Persp.)(History: Modern)(History: United States)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 301Z, HIST 301Z

Instructor: Plastas, Melinda

Instructor Permission Required: No

PLTC 303 States of Emergency

Scholars and political leaders often distinguish between the "normal" flow of politics and the politics of crisis and emergency. The latter increasingly dominate contemporary politics: we live in an era of "permanent crisis." How are crises governed? How do political and economic actors prepare for, prevent, mitigate, and manage emergencies? Who stands to profit, and who loses? Students examine case studies of various types of crisis or emergency in order to understand whether and how crises disrupt or reinforce political and economic power relations. Students participate in and analyze simulations of natural and/or manmade disasters.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C063

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

PLTC 305 Money and Power

This seminar investigates the political power of money and finance: the relationship between money and the state, the emergence of central banks, the creation of international financial institutions, the role of money as an instrument in political lobbying, and the deepening significance of money in contemporary political discourse. How did money and debt become instruments of power and coercion? To what extent and how does money influence politics and vice versa? How are money and financial institutions regulated at the national level? How is international finance governed? What are the economic and social impacts of public debt? Does finance undermine democracy?

Modes of Inquiry: [AC]

Writing Credit: [W2]

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EUS 305

Instructor: Grahame, Alyssa

Instructor Permission Required: No

EUPT 306 Economic Liberalism and Its Critics

The 2008 financial crisis, extreme wealth inequality, climate change, and Brexit are a few examples of developments that disrupted what we thought we knew about political economy. For the first time in decades, big political economic ideas are back on the table. This course offers students the opportunity to

conduct sustained reading of foundational texts in political economy, including works by Adam Smith, Karl Marx, Karl Polanyi, and Friedrich Hayek. What have these texts yet to teach us about both historical and contemporary political economic dilemmas? Recommended background: prior course work in the philosophical, literary, and legal studies or political economy concentrations of the politics major.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Grahame, Alyssa

Instructor Permission Required: No

PLTC 309 International Human Rights in Africa

This course offers an in-depth survey, analysis, and assessment of international human rights as a global regime and institution. Students first learn the origins of the concept of human rights by surveying religious, traditional, and early legal documents. Then they consider different generations of human rights and the different categories and international treaties that accompany them. Students also engage in the significant debates surrounding human rights today. The course examines recent case studies in Africa (Rwanda, the DRC, the refugee crisis, etc.) to better understand and analyze the debates and implementation surrounding human rights. Recommended background: INDS 100 or PLTC 122 or 171.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Lim, Seulgie

Instructor Permission Required: No

PLTC 310 Public Opinion

An analysis of controversies concerning the formation, nature, and role of public opinion in American politics. How do we arrive at political judgments, and how do those judgments affect individual and collective decisions? The course examines how social positions and identities affect judgments and decisions. Students learn the methodology of sample surveys (polls) and consider the advantages and disadvantages of alternative methodologies. Prerequisite(s): PLTC 218, ECON 250, PHYS 218, or SOC 206.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W2]

GEC(s): C006

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

PLTC 311 Politics and Emotions

This course explores the relationship between emotions and politics. As a prelude to discussing the importance of emotions in politics, students consider how emotions can be conceptualized and categorized. They explore the traditional dualism between rationality and emotion: the relationship between emotion and reason, the interaction between emotion and cognition, and the relationship between culture and emotion. Then they analyze the place of emotions for different political phenomena. They study how emotions play a role in political participation and mobilization, legitimization, and coercion, diplomacy, war, and conflict. Recommended background: any 100- or 200-level politics course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aslan, Senem

Instructor Permission Required: No

PLTC 312 Ocean Governance: Local, National, and International Challenges

Oceans cover more than seventy percent of the surface of the Earth and contain both valuable renewable resources such as fish and whales, and nonrenewable resources such as oil and gas. This mixture of resources and increased diversification of ocean uses is a challenge to governance. The mobility of many ocean resources and frequent lack of information increases this challenge. Hence, for the past sixty years, national and subnational governments and international actors have worked together to develop a variety of policies to react to the collapse of fisheries, increased offshore oil and gas drilling, emergence of aquaculture and deterioration of coral reefs. In the future, challenges stemming from global climate change and ocean acidification will only increase these policy efforts.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C045

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Asgeirsdottir, Aslaug

Instructor Permission Required: No

PLTC 313 New Technologies and Politics

In this course, students consider how new technologies shape the world of politics. Drawing on a broad set of examples from both the developed and developing world, as well as democracies and non-democracies, they study how new technologies have affected citizen participation, social movement mobilization, elections, governance, security, conflict, political development, and social justice. This course provides students with an in-depth survey of the key issues and debates surrounding new technologies and politics. Students are encouraged to explore topics of interest in further detail. Recommended background: PLTC 218 or any 100-level or 200-level course in politics.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bacovsky, Pavel
Instructor Permission Required: No

PLTC 314 Space is the Place: Speculative Fiction and Black Radical Thought

In this course, students engage works of science fiction literature, film, and music alongside radical and revolutionary Black political thought. By considering how Black social movements in the U.S. have risked imagining the seemingly impossible, we challenge the notion that transformative social change must be conceived and brought about wholly in ‘pragmatic’ terms. Instead we come to grasp how struggles to protect and enhance the lives of Black people are necessarily speculative projects.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bedecarre, Kate
Instructor Permission Required: No

PLTC 316 Reform vs. Revolution

Reform and revolution are generally understood as different paths toward political change. Are these paths opposed to one another? Or are they complementary? This course explores the relationship between political reform and revolution as it has been conceived by several traditions of modern political thought, including Marxism, liberalism, conservatism, romanticism, Black radicalism, and intersectional feminism. While most of these traditions have seen reform and revolution as mutually exclusive - if for very different reasons - intersectional feminists have tended to argue that they are mutually reinforcing. This course examines the arguments in favor of each side of the debate in detail. At the end of the course, we think through the consequences of these arguments by applying them to the contemporary debate about abolishing or reforming the police. Prerequisite: At least one course in the Politics PLL concentration. Recommended background: PLTC 191 or 292.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Gilson, Lisa
Instructor Permission Required: No

PLTC 318 Sports and Politics from Coubertin to Kaepernick

"It's just a game." Countless sports fans mutter this mantra to calm themselves in the heat of a contested sporting event. But it isn't just a game. From the birth of the modern Olympic movement to #BlackLivesMatter protests at various sporting venues, even a cursory survey of American - and indeed global - history shows the challenge of separating politics and sports. This seminar explores how sports shaped domestic and international politics throughout the twentieth and twenty-first centuries. Students investigate how sports celebrities became intrinsically linked with the civil rights movement in the United States, the Middle East conflict, anti-Soviet resistance, and the recent movement against anti-BIPOC police violence. In addition to an in-depth survey of the key issues and debates surrounding sports and politics, students are encouraged to explore their topics of interest in further detail. Recommended background: any 100-level or 200-level course in politics or sociology. PLTC 218 (or equivalent in other discipline) will be useful but not required to enroll in the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

PLTC 319 The U.S. Presidency: Development and Problems

When the framers created the U.S. presidency, they created an executive office without precedent in the modern world. The course studies their objectives and evaluates how the office and power of the presidency has changed over time. Students survey the institutional development and current operations of the executive branch, examine the politics of presidential leadership, and consider the impact of the former on the latter. Attention is given to those areas of cutting-edge research in presidential studies including the managerial capacities of the Executive Office of the President, the scope and limits of unilateral action, and changing relations with Congress, the bureaucracy, and the public. Prerequisite(s): PLTC 115. Recommended background: PLTC 211, 216, or 230.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: No

PLTC 320 Immigrants and Their Homelands

Millions of international immigrants around the world actively engage social, political, and economic life of their origin country from within their new host country. Why do immigrants sustain these cross-border connections? Why do origin country governments create pathways to facilitate this engagement? What is the impact of immigrants' resources—their money, knowledge, ideas, organizations, power, and networks—on economic and political dynamics in their origin countries? Students explore these questions together by

examining the experiences of various national origin groups from around the world and through a semester-long research project.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C014, C072

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

LLPT 323 Crime, Violence, and Security in Latin America

Despite a region-wide shift to democracy, Latin America possesses higher rates of violence in the 21st century than any other region in the world. Why? This course analyzes the root causes of crime and violence and its impact on Latin America. Through the examination of specific cases, students explore the various manifestations of crime and violence occurring in the region and responses to it by states, citizens, and private entities. Some key themes include the significance of weak and corrupt institutions; legacies of authoritarianism; police reform; the war on drugs; and the emergence of private security.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Puck, Logan

Instructor Permission Required: No

ASPT 324 Nationalism, Conflict, and Peace in East Asia

This course explores the different meanings of nationalism in international relations, including national identity, national images, and nationalistic sentiments, and how nationalism affects a state's foreign policy behavior, focusing on East Asian countries. It provides an overview of distinct characteristics of Chinese, Japanese, Korean, and Taiwanese nationalism, and examines how and to what extent nationalism shapes important foreign policy issues: territorial disputes, alliance politics, regionalism, and nuclear proliferation. Recommended background: PLTC 122 or 171.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ko, Jiyoung

Instructor Permission Required: No

PLTC 328 Representation in Theory and Practice

Are citizens in a representative democracy more like stage directors or probation officers? This course analyzes the purpose and limits of political representation, including the role of formal representation in democratic government, the ways citizens hold governments accountable, the responsiveness of political leaders, representation of and by women and minorities, and alternative mechanisms for ensuring accountability. Students consider theories of representation as well as historical and contemporary sources on the United States, Europe, and Latin America. Prerequisite(s): one of the following: PLTC 115, 122, 191, 211, 230, 245, or 249.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

PLTC 329 Problems and Progress in U.S. Political Development

American political development (APD) is a distinct branch of American political science, which is not only credited with "bringing history" back into the study of American politics but also is explicitly concerned with how politics is constructed historically. The course is centrally concerned with how political institutions, ideas, and culture shape the actions of political actors and policy outcomes over time. Students assess the growth, development, and change of a range of political institutions and consider how their development affects social policies, including but not limited to welfare and racial justice policy. Prerequisite(s): PLTC 115 and PLTC216, 282, or 230.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Engel, Steve

Instructor Permission Required: No

PLTC 332 The Politics of Memory

What is at stake when monuments are built or taken down? How do different societies decide what to remember from their past, and what to forget? This course explores the politics of public memory. It examines how the stories that groups tell themselves about themselves help construct, justify, or contest relations of power within the group or between themselves and others. It also asks how such memories can be used to overcome the traumas and conflicts of the past. Specific cases are drawn from a variety of different countries, including the United States.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): EUS 332
Instructor: Richter, Jim
Instructor Permission Required: No

PLTC 333 State Formation, State Development, State Collapse

This course offers an in-depth analysis of the modern state. It begins with the definitional question and explores different approaches to the state. It then proceeds to historical analysis of the rise of modern states in Europe and other world regions. The third component of the course explores the relationship between states and societies, focusing on European and other cases. Finally, the course explores the extent of state weakness across the world, and explanations for variation in the strength and stability of states. Prerequisite(s): any 100- or 200-level course in politics.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Aslan, Senem
Instructor Permission Required: No

PLTC 336 Explaining Wartime Violence

Genocide, torture, civilian killing, mass rape: Why do people do such terrible things to each other? Are these acts senseless, or do they have their own chilling logic? Are they the work of crazed ideologues or ordinary people? Each topic contains more puzzles: Why have democracies developed a particular style of torture? Why are civilians targeted in some wars but not others? Finally, how optimistic should we be? Should we despair, or are there sound reasons to believe that wartime conduct has improved? Can such behavior be prevented, and if so, how? Recommended background: one social science course.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C022
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PLTC 341 Political and Social Legacies of Civil Conflict

Civil wars have been the dominant form of violent conflict around the world since 1945. These conflicts impact many elements of politics, such as state building, institutional design, and the ordering of political power, and also serve as critical junctures for societal and political change well into the future. This course examines the legacies of civil wars on political and social processes, including trust, civic life, regime type, and the prospects for enduring peace across a variety of cases from around the world. Recommended background: prior coursework in the social sciences.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Price, Chris
Instructor Permission Required: No

PLTC 344 Ethnicity and Conflict

Every day the news media brings us horrifying accounts of bloody conflict described as the result of ethnic or cultural difference. This course examines different ways to understand and investigate how such conflicts start and how they can be resolved. Are such conflicts more prevalent now than during the cold war era? If so, why? Is cultural difference really the cause of such conflicts, or is difference merely a convenient frame, obscuring more fundamental causes? What makes neighbors turn against each other? Can there be lasting reconciliation? What role should the international community play in such conflicts? Prerequisite(s): any 100-level course in politics.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C024, C037, C064
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Price, Chris
Instructor Permission Required: No

PLTC 346 Power and Protest

This seminar examines theories of protest from nonviolent resistance to armed insurrection to social critique. When laws are unjust, are citizens morally obligated to obey them? What kinds of resistance tactics and protest actions are justifiable, and under what conditions? How might we understand the relationship between effective and legitimate protest? What are the promises and limitations of violence and nonviolence? Is exiting politics — leaving a political society or refusing to participate — a meaningful form of resistance? This seminar explores these questions by putting texts in modern and contemporary political theory in conversation with works by those who engage in forms of protest themselves.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C013
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Gilson, Lisa
Instructor Permission Required: No

PLTC 353 Political Violence in Latin America

Why is public life in contemporary Latin America so violent? Political violence is inherent to revolutions, civil wars, and authoritarian regimes. In contrast, one of the merits of democracy is that it facilitates the peaceful allocation of resources and power. For much of the twentieth century, Latin America struggled with insurgencies, civil war, and repressive authoritarian regimes. A wave of democratic transitions in the 1980s and 1990s brought renewed hope for peace, justice, and the protection of civil liberties, but political violence persists. This course explores the puzzling persistence of violence throughout the region. Recommended background: HI/LL 181; PLTC 122, 249, s49, or another research methods course.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): LALS 353

Instructor: Perez-Armendariz, Clarisa

Instructor Permission Required: No

PLTC 354 Race and the Right to Vote in the U.S.

Can the hard-won voting rights victories of the Civil Rights Movement be taken for granted? Have we left the age of racially motivated disenfranchisement, or are we in a new era of civil rights violations? In the twenty-first century, new laws and court decisions have changed the relationship between the state and federal governments and made voting rights more tenuous. This course surveys scholarly literature on electoral institutions, racial politics, and access to the ballot in the United States. In consultation with the instructor, students design their own research topic on race and the politics of voting. Prerequisite(s): One of the following: PLTC 115, FYS 522, PLTC 203, PLTC 208, PLTC 211, PLTC 215, PLTC 216, PLTC 230, PLTC 251, PLTC 257, PLTC 282, PLTC 285, PLTC 301Z, PLTC 310, PLTC 319, OR PLTC s28

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 363 Women and the Women's Movement in Africa

The depiction of Africa in Western media is often negative, dealing mostly with civil conflicts, epidemics, lack of resources, and human rights abuses. While these certainly remain a reality, they provide a limited perspective. This course strays away from such preconceptions and examines issues surrounding women and gender in Africa, including political participation, conflict, women's rights, and civil society. Students having taken courses in international relations, politics, and gender and sexuality studies may have an easier time understanding the theoretical framework, but such courses are not required. Recommended background: GSS 155, INDS 100, or PLTC 122, 155, or 171. Prerequisite(s): one 100-level politics course.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 363

Instructor: Lim, Seulgie

Instructor Permission Required: No

PLTC 371 International Peacekeeping

Since the end of the cold war international actors, including the United Nations, NATO, and the Organization of African Unity, have taken a more active role in preventing and resolving conflicts within and among sovereign states, with mixed results. This course examines the history of international peacekeeping and the reasons for its increased relevance in the post-cold war era. It considers the different forms that peacekeeping, peacebuilding, or peacemaking have taken and the various formal and informal practices associated with such interventions. Students discuss the definitions of success in evaluating peacekeeping efforts and investigate why some efforts succeed and others fail. Prerequisite(s): any 100-level course in politics. Recommended background: PLTC 171.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Richter, Jim

Instructor Permission Required: No

ASPT 384 Crisis Diplomacy in East Asia

This course provides an overview of crisis diplomacy and conflict management among states, focusing on East Asia, exploring theories of the use of force and coercive diplomacy in international relations. How can states credibly signal their intention in diplomatic crises? When do diplomatic crises escalate into a

militarized conflict? Students examine the processes and outcomes of major international crises that have taken place in East Asia, including crises among China and the United States in the Cross Strait, North Korean nuclear crises, and territorial crises between China and Japan. Recommended background: PLTC 171 and 218.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Ko, Jiyoung

Instructor Permission Required: No

PLTC 456 Senior Thesis Seminar

The senior thesis seminar is an opportunity to complete the required senior thesis in politics in a seminar setting with other students who are working on related research questions. Through the seminar, students explore different research methods and the underlying logics of social scientific inquiry in the study of politics (both empirical and normative study). Students engage in peer-editing and other collaborative writing exercises and they present their independent projects at various stages of the research and writing process. The final product of this seminar is the one-semester required senior thesis. Prerequisite(s): PLTC s49 and one 300-level politics seminar.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 457 Senior Thesis

Discussion of methods of research and writing, oral reports, and regular individual consultation with instructors. Students undertake a one-semester thesis by registering for PLTC 457 in the fall semester. Majors writing an honors thesis register for both PLTC 457 and 458. Prerequisite(s): one 300-level seminar in politics and PLTC s49.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC 458 Senior Thesis

Discussion of methods of research and writing, oral reports, and regular individual consultation with instructors. Students undertake a one-semester thesis by registering for PLTC 458 in the winter semester. Majors writing an honors thesis register for both PLTC 457 and 458. Prerequisite(s): one 300-level seminar in politics and PLTC s49.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC S11 Playing Politics: Using Reacting to the Past to Learn about Early US Politics

Did you ever say to yourself: “I wonder what it would be like to step into Alexander Hamilton’s shoes during the Constitutional Convention?” This class allows you to do so through “Reacting to the Past” pedagogy. You will learn about the key debates surrounding the Founding of the United States of America, and how those debates continue to shape U.S. politics almost 250 years later. Among other things, we will touch upon the questions of separation of constitutional powers, the distribution of influence between small and large states, and the role of wealth, gender, and slave ownership in the negotiations.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bacovsky, Pavel

Instructor Permission Required: No

PLTC S21 How to Get Away with Murder: Exploring Criminal Law and Justice through TV and Film

For many Americans, their only exposure to the U.S. criminal justice system is through what they see on film and television programs such as crime procedurals or courtroom dramas. However, from the reading of Miranda Warnings to law students leading a criminal defense, these offerings often present misleading, if not inaccurate, depictions of their subjects. These representations have important consequences for how we view our system, our support for criminal justice reform, and our attitudes toward the real-life counterparts of the fictional characters we see on screen. In this course, we will explore the social scientific study of criminal law and justice through its depiction in popular film and television. We will explore the realities of the criminal justice system by viewing film and television representations of important aspects of criminal justice and evaluating those depictions through consideration of the academic literature of and practitioner understanding on the subject.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PLTC S23 Simulating the Legislative Process

Students engage in a simulation of the federal legislative process by playing the roles of interest groups and officeholders in writing a major law. They explore the goals, strategies, and constraints of political actors in making policy. At the same time, attention is paid to the policy process generally and how in particular cases the process can be altered or subverted to suit the interests of actors. Parallels are drawn with real-world instances of contemporary congressional lawmaking. Recommended background: PLTC 115 and 230.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C012, C013

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baughman, John

Instructor Permission Required: No

PLTC S26 The Forever Wars: The Politics of U.S. Involvement in Afghanistan and Iraq

2021 marks two decades since the September 11th attacks, the starting point of U.S. military intervention in Afghanistan and Iraq. Thus, these conflicts have been underway since before the birth of most Bates students, and have deeply affected the world we live in. This course summarizes the history of these conflicts, introduces theories on conflict, and examines the decision making of key actors, to address four questions: How did the United States become involved in these prolonged conflicts? Why did the United States fail to achieve its goals? Could these results have been predicted? What lessons might be learned?

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Price, Chris

Instructor Permission Required: No

PLTC S28 The Politics of the American Far Right

What defines the contemporary American far right, and where is it headed? This course examines how the political and social landscape of the twenty-first century United States has -- and has not -- shaped the politics of the reactionary right. Topics include white supremacy and "identitarianism," militia groups, the digitization of the far right, conspiracy theorizing, and the relationship between contemporary conservatism and the "radical right." Prerequisite(s): one 100-level politics course. Recommended background: PLTC 191.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Gilson, Lisa

Instructor Permission Required: No

PLTC S33 Central European Theater and Politics

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): C019, C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S33, THEA S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

Psychology

Professors Aronson, Boucher, Douglass, Kahan, and Low; Associate Professor Sargent (chair); Assistant Professors Garrison and Maker-Castro; Visiting Assistant Professors Langdon, Mathis, and St. Pierre; Visiting Lecturer Douglass

Students who major in psychology examine behavior and mental processes using scientific methods; they learn to apply this knowledge in real-world and laboratory settings. Students examine a variety of topics and methods within psychology across a wide range of subject areas (breadth) and study selected topics in greater detail (depth). To accomplish breadth, students take three intermediate courses. These courses are designed to provide students with a broad overview of a variety of intellectual approaches within psychology. To accomplish depth students take three upper-level courses, each of which is designed to provide a deeper exploration of a psychological topic. The goal of depth is also accomplished through the senior thesis. Majors must complete a thesis in one of four ways: empirical research, community-based research, theoretical review and integration, or neuroscience-focused capstone.

Because the study of psychology is incomplete without an understanding of how the brain, nervous, cardiovascular, endocrine, and immune systems affect behavior and mental processes, students must take one course with a central focus on the brain and some combination of these other biological systems. These courses are marked with the attribute (Biological.) The study of psychology is also incomplete if students do not engage with issues pertaining to inclusion (how to ensure people from different backgrounds feel included in a given context), diversity (how to ensure broad representation of various backgrounds), equity (how to ensure people are treated equitably), and accessibility (how to ensure people have the support they need to do their best work). Although engagement with such issues is infused throughout the curriculum in many courses, and these principles guide the faculty's decision making in general, students must also take one course with a central focus on some combination of issues related to inclusion, diversity, equity, and accessibility. (These courses are marked with the attribute (IDEA.).

More information is available on the [Psychology department website](#).

Major Requirements

The major consists of 11 courses.

1. Core

Complete the following courses:

- PSYC 101 Principles of Psychology
- PSYC 218 Statistics

Complete at least one course from the following:

- PSYC 261 Research Methods
- PSYC 262 Community-Based Research Methods

2. Foundation

a. Cognition or Biology

Complete at least one course from the following:

- NRSC 160/PSYC 160 Introduction to Neuroscience (Biological)
- NRSC 250/PSYC 250 Biopsychology of Motivation and Emotion (Biological)
- PSYC 215 Medical Psychology (Biological)
- PSYC 230 Cognitive Psychology

b. Social Behavior, Personality, Mental Health, or Development

Complete at least one course from the following:

- PSYC 210/SOC 210 Social Psychology
- PSYC 211 Personality Psychology
- PSYC 235 Abnormal Psychology
- PSYC 240 Developmental Psychology

c. Additional Elective Foundations Course

Complete at least 1 course listed in the Foundation courses above, or any other 200-level course, listed in Psychology, or cross-listed with Psychology.

3. Upper-Level Courses

Complete at least four 300-level or above Psychology, or cross-listed with Psychology, courses.

This may not include PSYC 360 Independent Study. At least three of these courses must be taken at Bates. One of the four upper-level courses must have content related to inclusion, diversity, equity, and accessibility, designated with the (Psychology: IDEA) attribute.

4. Additional Requirements

Complete at least one course related to the brain, designated with the (Psychology: Biological) attribute.

5. Capstone

Complete at least one course from the following:

- PYSC 457A Senior Thesis/Empirical Research
- PSYC 457B Senior Thesis/Community Based Research
- PSYC 457C Senior Thesis/Theoretical Review and Integration
- PSYC 457D Empirical Research Thesis Seminar
- PSYC 458A Senior Thesis/Empirical Research
- PSYC 458B Senior Thesis/Community Based Research
- PSYC 458C Senior Thesis/Theoretical Review and Integration
- PSYC 458D Empirical Research Thesis Seminar
- Any other capstone seminar in psychology, neuroscience, or cross-listed in neuroscience.

The capstone course satisfies the [W3] requirement.

It is recommended that students take no more than 12 courses in the major, including thesis.

Senior Project Description

A thesis may be completed during the fall and/or winter semester of the senior year. Topics for thesis must be approved by the department.

For fall semester and two-semester thesis:

1) students register for one of the following thesis options: PSYC 457A (empirical research), PSYC 457B (community-based research), PSYC 457C (theoretical review and integration), or PSYC 457D (empirical research thesis seminar)

2) proposals must be submitted by 4:00 p.m. on Thursday of the second full week of classes in the fall semester.

In the fall semester, students in PSYC 457B and PSYC 457D meet in a seminar and the instructor serves as advisor.

For winter semester theses:

1) students register for one of the following thesis options: PSYC 458A (empirical research), PSYC 458B (community-based research), PSYC 458C (theoretical review and integration), or PSYC 458D (empirical research thesis seminar)

2) proposals must be submitted by 4:00 p.m. on the second Thursday in November.

In the winter semester, students in PSYC 458B and PSYC 458D meet in a seminar and the instructor serves as advisor.

Guidelines for proposals (and a listing of important dates) are on the department's website (bates.edu/psychology/thesis/thesis-planning/senior-thesis-proposal-guidelines/).

All seniors must present their thesis work at a general meeting of the department at the end of the semester. Presentations take the form of a ten- to fifteen-minute talk or a poster that describes the project.

Courses Taken Outside of Bates

Psychology majors may transfer up to two credits taken elsewhere toward the major, provided the courses are preapproved by the department chair. Students should submit to the chair a course description and syllabus for each transfer course. A student may not get credit for a course at Bates if they have credit for a course with substantially the same content taken elsewhere, even if the courses could fulfill different major requirements. For example, a student could not get credit for PSYC 303 (Health Psychology) at Bates if they had already received credit for a health psychology course taken elsewhere, even if that course transferred as a foundation course. A student may transfer credit for Principles of Psychology (PSYC 101) taken elsewhere as long as the course is taken before the student declares psychology as a major at Bates. Students may earn credit for PSYC 101 by 1) earning a four or five on the Advanced Placement examination or 2) earning a transferable grade for the equivalent course at another institution of higher education. There is no option to test out of PSYC 101 and receive credit for the course. Earning credit for PSYC 101 enables students to take courses for which PSYC 101 is a prerequisite. Earning credit for PSYC 101 reduces by one the number of courses required to fulfill the major. With the chair's approval, one of the two courses may be a statistics or methodology course that may be used in lieu of Statistics (PSYC 218), Research Methods (PSYC 261), or Community-Based Research Methods (PSYC 262), but students are strongly encouraged to take their statistics and methodology courses at Bates. Students considering off-campus study should keep in mind several considerations. Either PSYC 261 or PSYC 262 must be completed before the end of the junior year, and PSYC 218 (Statistics) is a prerequisite for either course. Moreover, the department not only encourages students to take their statistics and methods courses at Bates, but also cautions students that it is extremely rare to find a non-Bates statistics or methods course that is sufficiently comparable to qualify for major credit. These considerations have

significant implications for students who do not complete Statistics by the end of their sophomore year. Students considering a major in psychology should be aware that if they are unable to complete Statistics by the end of the sophomore year—even if that inability is a product of being randomized out of the course during preregistration—then they will likely have to stay at Bates both semesters of the junior year in order to keep psychology viable as a major option. If courses are transferred from somewhere else, then the total number of course credits required to complete the major decreases accordingly. Transfer Students Subject to the approval of the department chair, transfer students may receive credit for up to five courses toward the major taken prior to their arrival at Bates, and must take at least six courses that are listed in psychology or cross-listed with psychology on the Bates campus. The six courses must include one upper-level course and the capstone course.

Short Term Courses

Short Term courses may not be counted toward the major for Class of 2024 and beyond.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Other Considerations

At the end of each academic year, the department invites a limited number of juniors to submit honors thesis proposals, due in the fall semester of their senior year. Honors invitations are based on demonstrated excellence in the courses completed for the major through the end of the junior year. If invited for honors, students must elect a two-semester thesis. At the end of the first semester of thesis work, the department formally nominates students to the honors program. Students who are nominated must show a high degree of initiative and progress by the end of the fall semester. In addition, the faculty thesis advisor must assure the department that the student's work is of honors caliber and is progressing satisfactorily before the department nominates the student to the honors program. Embracing the notion of intellectual breadth in a liberal arts context, the department strongly encourages psychology majors to select General Education concentrations (GECs) with little to no overlap with their psychology course work. Academic advisors work with students to ensure that their choice of GECs serve as areas of critical inquiry outside of the psychology major. Students cannot double major in psychology and neuroscience.

Course Offerings

PSYC 101 Principles of Psychology

This course provides students with a thorough and rigorous introduction to the study of behavior and mental processes, and prepares students for more advanced work in psychology and related fields. Fundamental psychological laws and principles of human behavior are examined in the light of the scientific method. The course is a prerequisite for all other courses in the department.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PSYC 160 Introduction to Neuroscience

In this course, students

learn how the structure and function of the central and peripheral nervous systems support mind and behavior. Topics include neuroanatomy, developmental neurobiology, neurophysiology, neuropharmacology, and neuropsychiatry. The course is designed for prospective majors and nonmajors who are interested in exploring a field in which biology and psychology merge, and to which many other disciplines (e.g., chemistry, philosophy, anthropology, computer science) have contributed. Not open to students who have received credit for PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C027

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: None

Cross-listed Course(s): NRSC 160

Instructor: Castro, Jason; Greene, Michelle; Koven, Nancy

Instructor Permission Required: No

PSYC 210 Social Psychology

This course introduces students to theory and findings in social psychology, which involves empirical study of human behavior and mental processes in social situations. Topics include impression formation, interpersonal attraction, and persuasion, as well as prejudice, stereotyping, and discrimination. The readings, lectures, and discussions consider these and other topics in a variety of domains. The course also examines the research methods used by social psychologists, especially experiments, with an emphasis on recent efforts within the field to strengthen the quality of evidence on which we base our conclusions. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): SOC 210
Instructor: Sargent, Michael; Boucher, Helen
Instructor Permission Required: Yes

PSYC 215 Medical Psychology

This course explores how regulation and dysregulation of mind results from differential brain activity. Following an introduction to the structure and function of the central nervous system, students consider examples of neurological and psychiatric pathology and discuss psychological and neuroscientific approaches to intervention. Topics include neuronal signaling, neuroanatomy, neuroplasticity, psychopharmacology, states of consciousness, categories of mental illness, models of psychotherapy, and human/machine interactions. Prerequisite(s): PSYC 101. Not open to students who have received credit for NS/PY 160.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C027, C031
Department/Program Attribute(s): (Psychology: Biological)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Calhoon, Gwen; Koven, Nancy
Instructor Permission Required: No

PSYC 218 Statistics

A course in the use of statistical methods for describing and drawing inferences from data. Experimental and correlational research designs are studied by analyzing data for numerous problems. Topics covered include sampling theory, correlation and regression, t-tests, chi-square tests, and analysis of variance. Prerequisite(s): PSYC 101 or NS/PY 160 or 200.

Modes of Inquiry: [QF]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Douglass, Amy; Boucher, Helen; Kahan, Todd
Instructor Permission Required: No

PSYC 230 Cognitive Psychology

This course provides an overview of contemporary research and theories concerning the structure and processes of the mind. Topics covered include information processing, artificial intelligence, sensory memory, masking effects, object recognition, attention, short-term/working memory, long-term memory, false memories, language, and decision making. Prerequisite(s): PSYC 101.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C031
Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): None
Instructor: Kahan, Todd
Instructor Permission Required: No

PSYC 235 Abnormal Psychology

This course reviews the etiology, symptoms, and treatment of the major mental illnesses. Topics range from affective disorders to psychosomatic presentations to dissociative disorders. Students master diagnostic criteria, review case material, and

evaluate research on a variety of topics related to psychopathology. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C027, C031, C062
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Low, Kathy; TBA, Staff
Instructor Permission Required: No

PSYC 237 Environmental Psychology

This course explores research methods in the psychological and emotional response to the complex environment of modern Western society. The course proceeds from a perspective of the biological basis of psychological states such as stress and well-being and related environmental stimuli to that of neuroendocrine activity. Many aspects of our contemporary environment can act as stressors and can, thus, lead to a wide spectrum of unhealthy stress-induced behaviors and conditions. This course examines the epidemiological, laboratory, and neuroendocrine evidence of environmentally-induced psychological stress as well as metrics of well-being. Prerequisite(s): PSYC 101.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C065
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Buccigrossi, Mike
Instructor Permission Required: No

PSYC 240 Developmental Psychology

A comprehensive introduction to current thinking and research in developmental psychology, including theoretical, empirical, and applied issues. This course covers prenatal development through old age and death, and considers the physical, cognitive, and socioemotional dimensions of development. Topics include attachment, language acquisition, gender, play, development across cultures, and interactions between dimensions of development. This course emphasizes critical thinking, research, and applications to everyday life. Prerequisite(s): PSYC 101 or EDUC 231.

Modes of Inquiry: None

Writing Credit: None
GEC(s): C030, C031, C091
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: None
Cross-listed Course(s): None
Instructor: Maker Castro, Elena
Instructor Permission Required: Yes

NSPY 250 Biopsychology of Motivation and Emotion

The course examines the mechanisms involved in activating and directing behavior and in forming, expressing, and perceiving emotions. Analysis includes evaluation of the role of physiological, environmental, and cognitive variables in mediating the behavioral processes such as thirst, hunger, sex, arousal, reward, stress, choice, consistency, and achievement. Prerequisite(s): NS/PY 160 or PSYC 101.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: Biological)
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PSYC 253 Music and the Embodied Mind

An exploration of the nature of musical experience in cognitive, neuroscientific, and bodily terms. Does music belong to an altered state of consciousness or is it a function of our ordinary state of consciousness and bodily? Why does music compel us to move? Are the emotions that we experience through music the same as those that spring from our personal experiences? Is music essentially an interior experience, and if so, how does it connect us so powerfully to others? What are the relationships between music and language in the brain? How can music and speech become one in song? These questions, long fascinating to philosophers, are now being considered through the scientific study of the brain and mind. Recommended background: previous study of music, neuroscience, or psychology.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C005, C027, C031, C080
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): MUS 253
Instructor: Fatone, Gina
Instructor Permission Required: No

ASPY 260 Cultural Psychology

This course provides an introduction to the theoretical perspectives and research findings of cultural psychology, with an emphasis on comparisons between North American and East Asian cultural groups. Topics include defining culture as a topic of psychological inquiry; the methods of conducting cross-cultural research; the debate between universality versus cultural specificity of psychological processes; acculturation

and multiculturalism; and cultural influences on thought, emotion, motivation, personality, and social behavior. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031, C053

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: None

Cross-listed Course(s): None

Instructor: Boucher, Helen

Instructor Permission Required: No

PSYC 261 Research Methods

This course provides comprehensive coverage of the major methods used in psychological research, with special emphasis on experimental design. Students receive extensive practice in designing, conducting, analyzing, and interpreting the results of research studies, and writing reports in American Psychological Association style. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kahan, Todd; Sargent, Michael

Instructor Permission Required: No

PSYC 262 Community-Based Research Methods

This course introduces research methods through collaborative community partnerships. Students collaborate with local professionals, such as teachers, on research projects that originate in their work sites. Class meetings introduce design issues, methods of data collection and analysis, and ways of reporting research. Prerequisite(s): PSYC 218 or EDUC 231.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C012, C030, C062, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Aronson, Krista; Garrison, Yun; Low, Kathy

Instructor Permission Required: No

PSYC 274 Educational Psychology

A comprehensive introduction to current thinking and research in educational psychology, including theoretical, empirical, and applied issues. This course addresses our understanding of what constitutes knowledge, how we motivate and direct learning, and how we can work with diverse learners. Students adopt tools and thinking strategies to develop a critical lens of key educational psychology topics. As such,

this course emphasizes critical thinking, research, and applications to everyday (e.g., creating lesson plans). A thirty-hour field placement experience is required. Prerequisite(s): EDUC 231 or PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C084

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EDUC 274

Instructor: Snyder, Kate

Instructor Permission Required: No

PSYC 275 Psychology of Sport, Exercise, and Performance

Sport, exercise, and performance are familiar physical experiences that have strong psychological components. Many of these aspects can apply to numerous other forms of performance (e.g., dance, theater). This course examines the science and application of the biopsychosocial connections of these pursuits. Topics include arousal/anxiety, motivation, team/group dynamics and leadership, injury and stress, exercise adherence, and performance enhancement strategies. Prerequisite(s): PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Langdon, Susan

Instructor Permission Required: No

PSYC 280 Emerging Adulthood: Exploring the Third Decade of Life

This course provides an in-depth psychological understanding of the development of individuals from about the age of 18 to 35, often referred to as "emerging adulthood." Does this age range truly represent a separate stage of development from adolescence and adulthood? If so, what are its characteristics, influencing factors and implications? Students explore a number of different topics that affect people in the third decade of life in an attempt to understand underlying psychological processes. The course focuses primarily on positive and developmental psychology but may cover topics that span across all of psychology. The goals of the course are both learning more about this stage of life and practicing ways to flourish and excel during it. Prerequisite(s): PSYC 101.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PSYC 302 Sensation and Perception

The course examines the field of perception: how we organize and interpret sensory information so that we can understand the external world. Topics covered include principles of psychophysics; the eye and brain; pattern perception; color vision; perception of depth, size, and motion; hearing and auditory system; touch; taste; and smell. Prerequisite(s): PSYC 261 or 262. Recommended background: PSYC 222, 230, or NS/PY 160.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): C005, C029, C031, C036

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kahan, Todd

Instructor Permission Required: No

PSYC 303 Health Psychology

This course introduces health psychology from a biopsychosocial perspective. The course first describes the theoretical underpinnings of the biopsychosocial model, and the fundamentals of anatomy and physiology. The course then reviews the current research on stress, coping and illness, health disparities, and stress management techniques. Research on psychosocial contributors to heart disease, cancer, chronic pain syndromes, and other illnesses is reviewed, along with implications for prevention and treatment. Recommended Background: PSYC 218. Prerequisite(s): any 200-level PSYC course.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C065, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

NSPY 304 Embodied Cognition, Technoculture, and the Future of Identity

Whereas much of cognitive neuroscience positions the mind as an emergent property of disembodied neural processing, newer theories of embodied mind understand cognition as collective work shared by brain, body, and environment. Traditional notions of cognition are further destabilized when we account for the potential of technology to reshape the distinctions among these domains. With acknowledgment of embodiment and embeddedness as fellow operators of mind, neuroscience must consider how the brain interacts with and is impacted by social inequality and body politics of gender, sexuality, race, and ability. Drawing upon scientific, theoretical, and literary texts, students contemplate current and future possibilities for biology and culture to co-construct identity. Prerequisite(s): one of the following: AF/AM 119, ENG 395I, INDS 267, NRSC 130, NS/PY 160, or PSYC 215. Only open to juniors and seniors.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C027, C031

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Koven, Nancy
Instructor Permission Required: No

PSYC 305 Animal Learning

The course examines historical and recent trends in animal learning. Topics include classical and operant conditioning, biological constraints on learning, and cognitive processes. Prerequisite(s): one of the following: NS/PY 160 or 200, PSYC 222, 230, or 250.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Castro, Jason
Instructor Permission Required: No

PSYC 306 Positive Psychology

This course provides intensive coverage of theory and research regarding well-being. Students explore well-being from both a hedonistic perspective, which focuses on happiness, or maximizing positive emotion and minimizing negative emotion, and a eudaimonic perspective, which focuses on living life in a meaningful, authentic way. Topics include defining well-being, the set point model of well-being, the causes and consequences of well-being, individual and cultural differences, and cultivating strengths and virtues. Prerequisite(s): PSYC 218. Only open to juniors and seniors.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: Boucher, Helen
Instructor Permission Required: No

PSYC 317 Psychology and Law

In the American criminal justice system, the administration of justice is influenced by a broad range of variables, many of which have been the subject of empirical research in social and cognitive psychology. This course examines how psychological research informs the dialogue surrounding controversial issues in the criminal justice system. Topics covered include eyewitness testimony, confession evidence, detection of deception, expert testimony, and reconstructed/repressed memories. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C013, C017, C031
Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Douglass, Amy
Instructor Permission Required: No

PSYC 323 Counseling Psychology

This course acquaints students with the profession of counseling psychology, which is a specialty within professional psychology that facilitates clients and communities to remedy problems, engage in prevention strategies, and help them to develop, enhance, and affirm their strengths, skills, and cultural authenticity. The course covers the history of counseling psychology, the theory and practice of psychotherapy, diagnosis, assessment, career and work psychology, multiculturalism, social justice and advocacy, prevention/consultation, suicide, ethics, and various applications of counseling psychology. The course also includes opportunities to explore career options and trajectories in the profession. Prerequisite(s): PSYC 101. Only open to juniors and seniors.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: Garrison, Yun
Instructor Permission Required: No

PSYC 324 Neuroscience of Vision

We encounter hundreds of thousands of visual stimuli every day. How is this information organized meaningfully in the brain? By what biological and perceptual mechanisms does our brain translate simple light signals into the complex visual scenes of our daily lives? This course will explore the neuroscience and methodologies of vision science, covering topics such as visual attention, color perception, object recognition, spatial perception, visual memory, and many others. The course will be structured with a mix of lecture and discussion of relevant research articles. Students will develop the skills to recognize the current questions, issues, and methods in vision research, read and critique peer-reviewed scientific articles, and think critically about the applications of vision science in daily life. Prerequisite(s): NRSC 160/PSYC 160 OR PSYC 215.

Modes of Inquiry: [SR]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: Biological)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): NRSC 324
Instructor: Houck, Lindsay
Instructor Permission Required: No

PSYC 325 Animal Cognition

This course focuses on the basic principles of comparative cognition. Topics include language and communication, mental representations and symbolic capacities, tool manufacture and use, creativity, and

the interaction of these mental abilities. Discussions of an extensive reading list will focus on the cognitive skills of animals such as bees, birds, dogs, dolphins, elephants, and nonhuman primates. Not open to students with credit for PSYC S33. Prerequisites: PSYC 261 or 262. Recommended background: PSYC 230.

Modes of Inquiry: [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Mathis, Kathy

Instructor Permission Required: No

PSYC 330 Cognitive Neuroscience/Lab

This course explores how the neurological organization of the brain influences the way people think and act. Particular emphasis is given to the brain systems that support object recognition, spatial processing, attention, language, memory, and executive functions. Students also investigate clinical syndromes and unusual cognitive phenomena. A wide range of research techniques is introduced, including positron emission topography, functional magnetic resonance imaging, diffusion tensor imaging, neuropsychological assessment, event-related potentials, magnetoencephalography, and transcranial magnetic stimulation. Prerequisite(s): one of the following: NS/PY 160 or 363 or PSYC 215, 222, or 230.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): C031

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 330

Instructor: Koven, Nancy

Instructor Permission Required: No

PSYC 336 Forensic Psychology

Forensic psychologists play a crucial role in the criminal justice system. Typically this role involves conducting an evaluation of a defendant to provide an opinion to the court regarding a variety of issues, including competence to stand trial, restoration of competence, state of mind at the time of offense, competence to waive Miranda, risk assessments, and dispositional alternatives. Students will gain exposure to relevant psychiatric conditions and how these interface with the questions forensic psychologists must answer. Topics will also include malingering, ethics, testimony, and assessment of special populations (e.g., juveniles, psychopaths, sex offenders, cognitively limited individuals). Issues are explored through examination of cases, relevant empirical literature, media coverage of current cases, and review of court decisions. Prerequisite(s): PSYC 235, and PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Douglass, Luke

Instructor Permission Required: No

PSYC 341 Advanced Topics in Developmental Psychology

A seminar that examines the concepts and methods of developmental psychology. Topics vary from year to year and may include the effects of new media, peer relations, physical and sexual abuse, and resilience in development. Prerequisite(s): PSYC 218 and 240.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PSYC 342 Theories of Psychotherapy

This course provides an overview of common theories of psychotherapy, including psychoanalytic, existential, person-centered, cognitive-behavioral, and feminist approaches. When considering each theory, students learn about the origins of the theory, how the theory explains psychological distress and psychological change, treatment approaches using the theory, and the research background for the theory. Multicultural considerations for using each theory are explored. Students have the opportunity to apply practices from various theoretical approaches through weekly activities. Only open to junior and seniors. Prerequisite(s): PSYC 235.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PSYC 343 Women, Culture, and Health

This course examines a variety of perspectives on women's health issues, including reproductive health, body image, sexuality, substance use and abuse, mental health, cancer, AIDS, heart disease, poverty, work, violence, access to health care, and aging. Each topic is examined in sociocultural context, and the complex relationship between individual health and cultural demands or standards is explored. Prerequisite(s): one 200-level psychology course.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C005, C062

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 343

Instructor: Langdon, Susan; Low, Kathy

Instructor Permission Required: No

PSYC 357 Computational Neuroscience

The brain is a complex object, and studying it scientifically requires a facility with tools and concepts for analyzing high dimensional data. This course will provide a survey of such tools through representative case studies in perception (how many types of odors are there?), genomics (how do we classify cell types?), and neural coding and dynamics (how does brain activity encode attributes of the world?). Students will develop intuitions for framing fundamental neuroscience questions as data-driven problems, and will also develop skills for exploring, visualizing, modeling, and interpreting data. No prior experience with coding is assumed or expected, and the course will emphasize the use of high-level computational tools rather than implementation of algorithms from scratch. Prerequisite(s): NRSC/PSYC 160.

Modes of Inquiry: [SR]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 357

Instructor: Castro, Jason

Instructor Permission Required: No

PSYC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PSYC 363 Physiological Psychology/Lab

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Laboratory work includes examination of neuroanatomy, development of neurosurgical and histological skills, and behavioral testing of rodents. Prerequisite(s): NRSC 160/PSYC 160 or BIO 308/NRSC 308.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W2]

GEC(s): C027, C031, C065, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 363

Instructor: Castro, Jason

Instructor Permission Required: No

NSPY 366 Physiological Psychology

The course is an introduction to the concepts and methods used in the study of physiological mechanisms underlying behavior. Topics include an introduction to neurophysiology and neuroanatomy; an examination of sensory and motor mechanisms; and the physiological bases of ingestion, sexual behavior, reinforcement, learning, memory, and abnormal behavior. Prerequisite(s): BI/NS 308, NS/PY 160, or PSYC 215.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C027, C031, C091

Department/Program Attribute(s): (Psychology: Biological)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Castro, Jason

Instructor Permission Required: No

PYSO 371 Prejudice and Stereotyping

Two issues that have long held the interest of social psychologists and that are of great social importance are prejudice and stereotyping. This course explores traditional and contemporary social psychological research on unconscious and covert forms of prejudice as well as cognitive and emotional functions served by stereotyping. The course concludes with an examination of the challenges to prejudice reduction and stereotype change. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013, C041

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sargent, Michael

Instructor Permission Required: No

PSYC 373 Racism: A Multilevel Approach

Students in this course engage with psychological research relevant to race relations, reviewing, evaluating, and applying both classic work (such as social identity theory) and contemporary work (such as implicit bias research). After studying the limitations of intrapsychic and interpersonal approaches, students also consider the roles that institutions and policies play in maintaining racial hierarchies. Throughout the course, students aim to remain grounded in historical context and, consistent with an intersectional approach, they also remain cognizant of the ways that race's impact is also influenced by other category memberships, such as gender and class. Prerequisite(s): PSYC 218 or SOC 206.

Modes of Inquiry: None

Writing Credit: None
GEC(s): C013, C041
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): SOC 373
Instructor: Sargent, Michael
Instructor Permission Required: No

PSYC 377 Psychology of Oppression and Liberation

This course examines how psychology continues to uphold the interests of those in power (e.g., ruling/owning class), thus reproducing systems of oppressions (e.g., white supremacy). The course also explores how psychology might be transformed in order to realize people's liberatory potential. Topics include the ways that psychology has been dehumanized (as Martín-Baró says, psychology "erases the very real thing of life that make up what we are as human beings"); how to embed human experiences within the historical, sociopolitical, and economic context; and how to place psychology in the service of human liberation, especially for those who have hitherto been ignored or relegated to the margins of consideration. Recommended background: PSYC 261 or 262. Only open to juniors and seniors

Modes of Inquiry: None
Writing Credit: None
GEC(s): C008
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): AMST 377
Instructor: Garrison, Yun
Instructor Permission Required: No

PSYC 379 The Development of Youth Community Engagement

The course delves deeply into why and how youth decide to act to improve and transform their communities. We examine forms of engagement (e.g., service, political participation, advocacy) and use developmental theories and empirical research to consider how youth across contexts and identities choose to participate. Opportunities and barriers to engagement are explored and considered within broader sociopolitical context. To culminate the semester, students apply learning to both lived experiences and current youth programs. Prerequisite(s): PSYC 240 and 261.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Maker Castro, Elena
Instructor Permission Required: No

PSYC 380 Social Cognition

Every day we characterize and evaluate other people, endeavor to understand the causes of their behavior, and try to predict their future actions. This course examines these social judgments and the cognitive

processes upon which they depend. Topics include attribution theory, biases in social-information processing, impression formation, and stereotyping. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sargent, Michael

Instructor Permission Required: No

PSYC 381 The Self

This course is intended to provide intensive coverage of classic and contemporary theory and research regarding the self. Topics include self-knowledge, self-esteem, self-regulation, self-presentation/impression management, and miscellaneous topics (e.g., developmental issues). Human diversity regarding these topics will be explored as well. Lectures and class discussions prepare the class for a student-driven group research project. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Boucher, Helen

Instructor Permission Required: No

PSYC 399 Junior-Senior Seminar in Biological Psychology

A course designed to give junior and senior majors an opportunity to explore a significant new area in biological psychology. Topics change from year to year and with the expertise of the faculty member. Prerequisite(s): NS/PY 160. Only open to juniors and seniors.

Modes of Inquiry: [QF], [SR]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): NRSC 399, PSYC 401

Instructor: Castro, Jason

Instructor Permission Required: No

PSYC 457A Senior Thesis/Empirical Research

This type of thesis involves empirical research and report writing supplemented by individual conferences with an advisor. Students register for PSYC 457A in the fall semester. Majors writing a two-semester or honors thesis register for both PSYC 457A and 458A. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

PSYC 457B Senior Thesis/Community-Based Research

This type of thesis involves community-based research and report writing in collaboration with a community partner and faculty advisor. Students complete 50 to 60 hours of work in a community placement and meet regularly for structured reflection about ethics, the cultural context of students' work, individual and social change, and other topics specific to students' placements. In the fall semester, students register for PSYC 457B and participate in a weekly seminar. Unless there are compelling circumstances that preclude it, students electing to complete a one-semester community-based research thesis are expected to do so in the fall seminar, rather than in the winter. Majors writing a two-semester or honor thesis register for both PSYC 457B and 458B. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): C091
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: Aronson, Krista; Langdon, Susan
Instructor Permission Required: Yes

PSYC 457C Senior Thesis/Theoretical Review and Integration

This type of thesis involves a comprehensive and critical review of extant literature using resources available in Ladd Library and supplemented by individual conferences with an advisor. Students register for PSYC 457C in the fall semester. Majors writing a two-semester or honors thesis register for both PSYC 457C and 458C. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: Yes

PSYC 457D Empirical Research Thesis Seminar

This type of thesis involves empirical research and report writing supplemented by participation in a weekly seminar. Students work individually to test novel hypotheses with human participants. Through the course of their research and seminar discussions, students gain experience with research ethics training and certification, data analysis, scientific writing in APA style, and professional development. Depending on the instructor, the seminar may have a topical focus (e.g., social psychology, cognitive psychology,

developmental psychology), and this will be communicated to interested students before they register.

Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

PSYC 457E Senior Thesis/Clinical Seminar

This type of thesis involves empirical research and report writing supplemented by individual conferences with an advisor. Students register for PSYC 458A in the winter semester. Majors writing a two-semester or honors thesis register for both PSYC 457A and 458A. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Low, Kathy

Instructor Permission Required: Yes

PSYC 458A Senior Thesis/Empirical Research

This type of thesis involves empirical research and report writing supplemented by individual conferences with advisor. Students register for PSYC 458A in the winter semester. Majors writing a two-semester or honors thesis register for both PSYC 457A and 458A. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

PSYC 458B Senior Thesis/Community-Based Research

This type of thesis involves community-based research and report writing in collaboration with a community partner and faculty advisor. Students complete 50 to 60 hours of work in a community placement and meet regularly for structured reflection about ethics, the cultural context of students' work, individual and social change, and other topics specific to students' placements. In the winter semester, students register for PSYC 458B and engage in individual conferences with an advisor. Unless there are compelling circumstances that preclude it, students electing to complete a one-semester community-based research thesis are expected to do

so in the fall seminar, rather than in the winter. Majors writing a two-semester or honor thesis register for both PSYC 457B and 458B. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Aronson, Krista; Langdon, Susan

Instructor Permission Required: Yes

PSYC 458C Senior Thesis/Theoretical Review and Integration

This type of thesis involves a comprehensive and critical review of extant literature using resources available in Ladd Library and supplemented by individual conferences with an advisor. Students register for PSYC 458C in the winter semester. Majors writing a two-semester or honors thesis register for both PSYC 457C and 458C. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

PSYC 458D Empirical Research Thesis Seminar

This type of thesis involves empirical research and report writing supplemented by participation in a weekly seminar. Students work individually to test novel hypotheses with human participants. Through the course of their research and seminar discussions, students gain experience with research ethics training and certification, data analysis, scientific writing in APA style, and professional development. Depending on the instructor, the seminar may have a topical focus (e.g., social psychology, cognitive psychology, developmental psychology), and this will be communicated to interested students before they register. Prerequisite(s): PSYC 261 or 262.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

NSPY 463 Capstone Seminar on Human Cognitive Neuroscience

Open to seniors with permission of the program faculty, this seminar focuses on the end-to-end process of scientific discovery using the tools of human cognitive neuroscience. Students work in groups to uncover an

open empirical question in the areas of perception, attention, or memory, then design and execute an experiment aimed at answering this question using electroencephalography or eye tracking in human subjects. Students gain experience in modern data analysis techniques including multivariate pattern analysis, time-frequency analysis, image processing, and representational similarity analysis. Prerequisite(s): NS/PY 160 and either BIO 244, NRSC 205, or PSYC 218.

Modes of Inquiry: [CP], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Greene, Michelle

Instructor Permission Required: Yes

PSYC 464 Capstone Seminar in Systems Neuroscience

Open to seniors with permission of the program faculty, in this seminar investigates the mouse olfactory bulb, with the goal of testing student-designed hypotheses on this structure's molecular and functional organization. Students use a wide interdisciplinary set of approaches to interrogate olfactory circuits at cellular scale, including electrical recordings, imaging, histology, modeling, and informatics. Additional features of the course include training in research design, data analysis using MATLAB, instruction in proposal writing and science writing and professional development. Prerequisite(s): NS/PY 160 and one of the following: BI/NS 308, NS/PY 330, 357, or 363.

Modes of Inquiry: [QF], [SR]

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): NRSC 464

Instructor: Castro, Jason

Instructor Permission Required: Yes

PSYC S29 Cultivating Joy: Exploring the Science of Happiness

Almost every day, we are bombarded with endless messages from news, social media, and pop psychology on happiness hacks that promise us joy-filled, meaningful lives. But how well do these claims hold up when tested empirically? In today's world, it's important to be critical consumers of this onslaught of information. We must learn to effectively analyze the utility and accuracy of these messages to separate fad from fact. In this course, students explore empirical research in happiness while engaging in experiential learning activities to gain valuable insights into enhancing well-being from a psychological lens. Students process their learning to gain a deeper understanding of the science of happiness through daily, reflective journal prompts. The course culminates with final presentations and short paper, synthesizing knowledge gained through the intertwinement of theory and practice. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PSYC S31 Positive Emotions

This course provides intensive coverage of research regarding positive emotions. Students consider relevant theories that relate to positive emotions as a group, such as the broaden and build theory of positive emotions, as well as consider how different positive emotions are displayed in nuanced ways across cultures. The course provides in-depth review of several specific positive emotions including gratitude, awe, happiness, love, hope, and amusement. Prerequisite(s): PSYC 218. Only open to juniors and seniors.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores
Cross-listed Course(s): None
Instructor: Mangan, Susan
Instructor Permission Required: No

PSYC S34 Psychology of Aging

This course introduces the major theories and issues in the field of adulthood and aging. The focus is on social, cognitive, and physical development in the adulthood and late adulthood years. Topics include research methods in adulthood and aging; social, personality, and cognitive development among older adults; and death. The role of context, race, race and ethnicity, and culture are considered throughout the course. Prerequisite(s): PSYC 101 and 240, and PSYC 261 or 262.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Psychology: IDEA)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Snyder, Kate
Instructor Permission Required: No

PSYC S35 Political Psychology

Students in this course engage with issues at the intersection of the fields of political science and psychology. In particular, students examine the relevance of psychological processes to such topics as the evaluation of electoral candidates, what it means to identify as politically conservative or liberal, media effects (including social media), race and politics, foreign policy, and political reasoning. In addition to frequent readings (including empirical reports utilizing quantitative analyses), course participants also engage with relevant multimedia content, including podcasts and videos. Prerequisite(s): one of the following: DCS 105; ECON 250; MATH 233; PLTC 218; PSYC 218; or SOC 205 or 206.

Modes of Inquiry: [HS]
Writing Credit: None

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Sargent, Michael
Instructor Permission Required: No

PSYC S38 The Social Psychology of Film

This course examines historic and current themes in social psychology through the lens of popular cinema. Students examine motifs, topics, and themes from selected films to review, analyze, and critique research in both classic and contemporary social psychology. Research areas and related films focus on the following areas: foundations of social psychological research; processes of attitude change; social influences on conformity, compliance, and obedience; self-concept and the pursuit of self-esteem; person perception and attribution; stereotyping, prejudice, and discrimination; and group influences on performance.
Prerequisite(s): PSYC 101.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

PSYC S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C030
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

Religious Studies

Professors Baker (Religious Studies, chair) and Bruce (Religious Studies); Associate Professor Melnick Dyer (Religious Studies); Assistant Professor Boomer (Art and Visual Culture); Visiting Assistant Professor Pasha (Religious Studies)

Religious Studies is a humanistic and social-scientific discipline that provides windows onto a wide range of cultural phenomena and contemporary social questions. It explores religion as a foundational element in all cultures while drawing together – and providing opportunities to sharpen one’s skills in – multiple methods of study, including those associated with history, literature, ethnography, political science, anthropology, sociology, critical race theory, philosophy, psychology, natural sciences, critical gender theory, cultural studies, and theology. Majors and minors are encouraged to explore how their studies in other fields intersect with religious studies questions, concerns, and methods.

Religious studies majors work closely with members of the department in designing their program of study and their thesis project. Although the Senior Research Seminar and Thesis are the only courses required of every major, all majors a) take courses at the introductory, intermediate, and advanced levels; b) gain breadth and depth in their understanding of a variety of religious traditions and practices; and c) develop skills in a wide array of theoretical and methodological approaches to the study of religion. The department strongly encourages study abroad, and students may petition to count up to two credits earned abroad toward the major or minor.

More information is available on the [Religious Studies department website](#).

Major Requirements

1. Theoretical and Comparative Studies

Two courses in theoretical and/or comparative studies of religion. The courses that satisfy this requirement provide an introduction to the study of religion within a particular disciplinary context (e.g., Greco-Roman religions, philosophy of religion, psychology of religion, sociology of religion, anthropological approaches to the study of religion, religion and civil rights), or provide comparative studies of multiple religious traditions and/or multiple approaches to the study of a single tradition.

Complete at least two courses from the following:

- Any 100-level Religious Studies course
- FYS445 - The Nature of Spirituality
- REL201 - Women's Movements and Religion across East Asia
- REL207 - Eve, Adam, and the Serpent
- REL218 - Greek and Roman Myths
- REL221 - Venice to Tokyo: Religion and Trade along the Spice and Silk Routes
- REL233 - Literary Representations of the Africana Religions
- REL260 - Philosophy of Religion
- REL311 - Buddhism and Gender
- REL312 - Psychology of Religion
- REL351 - Religion and International Development across South Asia

Two courses can come from either the list of 100-level course in religious studies, which should be taken before the senior year, or the specific courses otherwise indicated. One can come from each.

2. Areas of Study

One course from each of four areas of study (for a total of four courses; courses that are listed in more than one area cannot be counted twice). By taking courses in a variety of religious traditions, time periods, and geographic locations, students begin to develop cultural literacy across a wide range of world religions, even as they hone their understanding of the methodologies and theories common to religious studies. Each faculty member highlights different methods and theories in the courses they offer; by studying with different faculty in the department, students develop breadth in their working knowledge of the field, as a whole, and intersectional understandings that complicate conventional definitions of "religion" and "religious" identities.

Complete at least one course from each of the four Areas below:

a. Judaism and Christianity

- REL207 - Eve, Adam, and the Serpent
- REL235 - Introduction to the Hebrew Bible
- REL236 - Introduction to the New Testament
- REL238 - Jews and Judaism in Antiquity
- AVC251 - The Age of the Cathedrals
- AVC252 - Art of the Middle Ages
- REL314 - The Spanish Inquisition
- REL303 - Seminar in Biblical Criticism
- REL310 - Gender, Race, and Judaism
- REL313 - Human Suffering: Job, Genesis, and Revelation
- REL322 - Gender, Race, and Power in Christianity

Courses in this area explore Jewish and/or Christian traditions within one or more historical contexts and in conversation with biblical or other sacred texts. Some courses are scripture-focused, such as Hebrew Bible (Old Testament) and New Testament; others are more wide-ranging and thematic.

b. Islam

- REL112 - Introduction to Islam: Religion, Practice, and Culture
- REL120 - Muslims, Christians, and Jews
- REL201 - Women's Movements and Religion across East Asia
- REL221 - Venice to Tokyo: Religion and Trade along the Spice and Silk Routes
- REL264 - Islamic Civilization: Politics, History, Arts
- REL272 - Islam in the Americas
- REL320 - Religion and Government in the Middle East: Colonialism to the Arab Spring
- REL351 - Religion and International Development across South Asia

Courses in this area explore the history, social practices, and beliefs found among Muslim communities around the world. Some courses offer an introduction to sacred texts and cultural practices, while others are oriented around specific themes such as material culture and the arts, cultural exchange between medieval Catholic Christendom and Islam in the Mediterranean and Indian Ocean, and contemporary politics.

c. Asian Religions

- REL110 - Death and Afterlife: Bodies and Souls in Comparative Perspective
- REL201 - Women's Movements and Religion across East Asia
- AVC243 - Buddhist Arts and Visual Cultures
- AVC247 - The Art of Zen Buddhism
- AVC248 - The Art of Rock-Cut Architecture in Asia
- REL249 - The Hindu Tradition
- REL250 - The Buddhist Tradition
- REL251 - Religions of Tibet
- REL308 - Buddhist Texts in Translation
- PHIL310 - Buddhist Philosophy
- REL311 - Buddhism and Gender
- REL348 - Epics of Asia: Myth and Religion
- REL351 - Religion and International Development across South Asia
- RELS28 - From Shangri-la to Radical Dharma: Buddhism in North America

Courses in this area explore religious traditions that originally developed in Asia, including Buddhism, Confucianism, Daoism, Hinduism, Jainism, Shinto, Sikhism, and others. These traditions are examined through their lived components, material culture, sacred texts, and doctrinal systems, both contemporary and historical. Some courses trace the historical developments of religious communities from their inception to the present day, including in global contexts.

d. American Religions/Religion in the Americas

- FYS 152 Religion and Civil Rights
- REL 216 American Religious History, 1550-1840
- REL 217 American Religious History, 1840-Present
- REL 247 City upon the Hill
- REL 255 African American Religious Traditions
- REL 270 Religion and American Visual Culture
- REL 272 Islam in the Americas
- REL 306 Seminar on American Religious Thought and History
- REL 306B Dr. Benjamin Elijah Mays

Courses in this area do one or both of the following: a) examine the wide range of specific religious traditions practiced in the United States of America (indigenous, Protestantism, Catholicism, Judaism, Islam, Buddhism, Hinduism, and a host of new religious movements such as the Shakers, Mormons, Christian Scientists, Nation of Islam, Transcendental Meditation, and Scientology) and/or b) explore the social, political, and cultural factors, conditions, events, debates, and controversies that shape and influence the formation, practice, and experience of religion in the American context.

3. Seminars

a. 300-Level Seminars

Complete at least two 300-level Religious Studies courses.

Religious studies seminars are limited-enrollment, discussion and research-based courses that enable students to explore religion with greater depth and nuance than is often possible in lecture-format or

introductory courses. Courses that satisfy this requirement include all 300-level religious studies courses.

b. Senior Research Seminar

Complete the following course:

- REL 450 Majors Research Seminar

The Senior Research Seminar serves as a culminating course for students majoring in religious studies. It provides a small group setting in which students write and discuss a series of essays on a topic of their choice as a way of reviewing various methods, theories and approaches to the study of religion that they have learned over the course of their major. Through weekly meetings, discussions, written peer reviews of one another's research, bibliographical work and writing, the seminar enables students to recognize themselves and each other as emerging scholars within the field of religious studies.

4. Senior Thesis

Complete one of the following:

a. Senior Thesis (one semester)

Complete at least one course from the following:

- REL 457 Senior Thesis
- REL 458 Senior Thesis

b. Honors Thesis (two semesters)

Complete the following courses:

- REL 457 Senior Thesis
- REL 458 Senior Thesis

The thesis represents a capstone academic experience in a religious studies major's scholarly career at Bates. Each student develops a thesis topic in consultation with one or more members of the religious studies faculty and, after completing preliminary research on that topic, determines the method(s) by which to explore and frame a thesis on the topic. Further information about the religious studies thesis requirement may be found under the Thesis menu on the religious studies homepage.

Courses Taken Outside of Bates

The department strongly encourages study abroad, and students may petition to count up to two credits earned abroad toward the major.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Minor Requirements

The minor in Religious Studies consists of 6 courses, which must normally be specified prior to the start of a student's senior year. These courses are to be selected according to the following guidelines and in consultation with a member of the department faculty who is chosen or appointed as the student's departmental minor advisor:

1. Theoretical and Comparative Studies
Complete at least one course from the "theoretical and/or comparative studies of religion" list as detailed in the Major Description: Religious Studies Major.
2. Seminar

Complete at least one 300-level Religious Studies seminar.
3. Additional Courses

Complete at least four courses across at least two Areas of Study, A, B, C, and D, as detailed in the Major Description: Religious Studies Major, in religious studies.

Courses Taken Outside of Bates

The department strongly encourages study abroad, and students may petition to count up to two credits earned toward the minor.

Pass/Fail Policy

Pass/Fail grading may be elected for only one course applied toward the minor.

Course Offerings

REL 100 Religion and Film

This course introduces students to cinematic representations of religion in feature and documentary films. Films about religion are cultural documents in and through which individual artists, religious and nonreligious groups, and nations symbolically construct their conceptions of themselves and the world. They are also the occasion for political, social, and cultural debates about ethnic and national identities. This course adopts a cultural studies approach to the study of films about religion and invites students to investigate the public debate and interdisciplinary questions and issues raised by the release of films such as *Avatar*, *Schindler's List*, *The Passion of the Christ*, *Daughters of the Dust*, and *The Hurt Locker*.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

AFRE 107 Religion, Race, and Resistance: From Black Secularism to Black Power

This course explores religion's complex and contested influence on over four centuries of changing Black freedom struggles in the U.S. context. In particular, this course argues that freethought -- a term that encompasses atheism, agnosticism, nonbelief, and religious skepticism, among other epistemologies and ontological frameworks -- has provided a powerful yet underconsidered intellectual and philosophical basis for historical and contemporary organized Black resistance to white supremacy.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Petrella, Christopher

Instructor Permission Required: No

REL 110 Death and Afterlife: Bodies and Souls in Comparative Perspective

An introduction to the comparative study of religion centering on the ways in which various traditions have addressed basic questions: What happens to humans when they die? How have concerns about the afterlife shaped human understanding about how we live our lives? Primary attention is given to at least three of the following religions: Hinduism, Buddhism, Sikhism, and Chinese and Japanese religions. Ways of studying these answers in their many dimensions (ritual, doctrinal, mythological, sociological, psychological) are introduced; topics such as notions of heaven and hell, reincarnation, relics, burial patterns, ghosts, visionary journeys to the other world, quests for immortality, near-death experiences, and resurrections are addressed.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 112 Introduction to Islam: Religion, Practice, and Culture

This course provides an introduction to Islam as a religion, a set of practices, and a community of diverse cultures. Who is the Prophet Muhammad and what is the Quran? Why do Muslims pray, fast for Ramadan, and perform the Hajj pilgrimage in Mecca? How do Muslims practice Islam in places like Europe? The course includes a study of the Prophet Muhammad's life, an introduction to the Quran and Hadith, and aspects of Muslim ritual life, especially the Hajj. Students also explore aspects of Muslim life in places like New York, London, and the Middle East.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Akhtar, Ali

Instructor Permission Required: No

REL 133 Religion, Violence, and Nonviolence

This course explores relationships between religion and violence and between religion and nonviolence in a variety of traditions and historical contexts. Among the topics considered are theories and practices of sacrifice and scapegoating, ordeal and retribution, crusade and jihad, religious pacifism, compassion, and nonviolent resistance movements. A community-engaged-learning component helps to ground the study throughout the course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C064, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

REL 140 Religion, Race, & Colonialism

"Religion" is a concept directly tied to, and embedded in, practices of empire, race, conquest, and colonization. And yet we also use "religion" and related terms to describe the ways of knowing, living, and being that are most deeply meaningful to countless persons and communities worldwide. So, what is religion, and how/why do we study it? This course engages students in developing knowledge, insights, and tools helpful for understanding the variety and complexity of religious practices and identities found throughout human societies. In centering case studies, narratives, and stories that illuminate intersections

among religion, race, power, privilege, and colonialism, the course provides an introduction to the study of religion through both its harmful and liberatory legacies and potentials.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

REL 155 Introduction to Asian Religions

An introduction to the major religious traditions of Asia, in both their classical and modern forms, with a focus on modern popular developments in Hindu, Buddhist, Tibetan, Chinese, and Japanese traditions, and the ways in which racism has influenced perceptions of these religious traditions in the United States and Canada. The course explores the foundational teachings of each tradition, examines their historical and social contexts, and seeks answers to questions such as: What is the nature of religious experience? What are the functions of myth and ritual? How have these religious traditions been adapted, adopted, and appropriated in "the West"?

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 155

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 207 Eve, Adam, and the Serpent

This course examines the historical formation of Genesis 1-4 against the background of its literary, cultural, and historical context and its subsequent interpretation and use in Jewish, Christian, and Islamic traditions. Special attention is given to the ways in which the biblical texts have been interpreted and used to imagine, promote, and justify social orders - both hierarchical and egalitarian - as well as how the construction of gender relations links to the ways in which other social institutions are articulated and justified. Topics include the creation of the cosmos, characterizations of the Creator, the origins and perfection of humanity, the origins of evil, and the nature of the garden.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 207

Instructor: Baker, Cynthia

Instructor Permission Required: No

REL 208 Religions in China

A study of the various religious traditions of China in their independence and interaction. The course focuses on the history, doctrines, and practices of Daoism, Confucianism, and various schools of Mahayana Buddhism. Readings include basic texts and secondary sources.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 208

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 214 Election! Religion, Race, and American Politics

America is a nation that prides itself on religious diversity but has been deeply shaped by Christianity. Americans claim to support a separation of church and state but also call the United States a Christian nation. In light of the 2016 presidential election, understanding these tensions is crucial. This course examines religious and political issues that will shape the 2016 election while grounding contemporary debates in their historical context. Students analyze speeches, debates, court cases, and visual and popular culture sources as well as scholarly articles on how religion and politics shape each other. Assignments include a community-engaged learning project. Recommended background: familiarity with American history, 18th century to the present.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 214

Instructor: Goodwin, Megan

Instructor Permission Required: No

REL 216 American Religious History, 1550-1840

This course introduces students to the major themes and movements in American religious history from the colonial period to the end of Jacksonian reform. Among the topics discussed are Reformation "churches" and "sects," Puritanism and secularism in seventeenth-century America, ethnic diversity and religious pluralism in the Middle Colonies, slavery and slave religion, revivalism, religion and the American Revolution, and social reform.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

REL 217 American Religious History, 1840-Present

The course seeks to understand the importance of religion in the evolution of a sense of national identity and of national destiny for the United States. Consideration is given to the importance of religious traditions both in the development and sanctioning of national mythologies, and in the critique or criticism of these mythologies. The historical background of such considerations begins with Native American religions. The course concludes with a study of "religious freedom" in a multicultural nation again uncertain of its grounds for unity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

REL 218 Greek and Roman Myths

Did the Greeks and Romans believe their myths about winged horses, goddesses, and golden apples? How are myths related to the religious, political, and social world of Greece and Rome? This course examines Greek and Roman myths from a variety of theoretical perspectives in order to understand their meaning in the ancient world and their enduring influence in Western literature and art.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054, C057

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 218

Instructor: Maurizio, Lisa

Instructor Permission Required: No

REL 220 The Medieval Year

This course explores daily life and community in the Middle Ages through festivals, holidays, and marking the passage of the seasons. First, students are introduced to the format of both the natural and ritual year, and how individuals and groups responded to environmental factors. Second, they consider the role of such seasonal rituals as a means of creating social cohesion and coercion. Medieval festivals and holidays were not just fun: they frequently sought to impose specific visions of social and religious order on participants (and those who were excluded). Third, students reflect on how holidays and communal rituals still have power to shape community, identity, and belonging in contemporary society. The course helps students learn about medieval religious and cultural practices in a critical manner; while focusing on Christian traditions, they also consider Jewish and Muslim customs in a broader European context. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 220, HIST 220

Instructor: Lynch, Sarah

Instructor Permission Required: No

REL 225 Rituals, Sentiments, and Gods: Religion in Ancient Greece

An anthropological approach to ancient Greek religion in which archeological, literary, and art-historical sources are examined to gain an understanding of religion in ancient Greek society. Topics explored include cosmology, polytheism, mystery cults, civic religion, ecstasy, sacrifice, pollution, dreams, and funerary customs.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ANTH 225, CMS 225

Instructor: Maurizio, Lisa

Instructor Permission Required: No

REL 233 Literary Representations of the Africana Religions

Using the literatures of African and African-descended peoples, this course examines the religions-traditional/indigenous, Christian, Islamic, and so-called "syncretic"-from the continent and the diaspora. The selected works may represent the religious traditions, rituals, and practices of the Yoruba, Shona, Asante, Tswana, as well as African Independent Churches, Rastafari, and followers of Vodun, Santería, Candomblé, and related religions. Students approach texts-novels, short stories, dramas, films and poems-as literary productions and not just media to convey information about the religions they represent. This course is also attentive to contexts; students examine the sacred symbol systems represented as well as the historical era depicted and the literary traditions and cultures that produce them. Recommended background: course work in Africana or religious studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C022

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 233

Instructor: Houchins, Sue

Instructor Permission Required: No

REL 235 Introduction to the Hebrew Bible

What is the Hebrew Bible (Christianity's Old Testament and Judaism's Tanakh)? This course centers perspectives of BIPOC biblical scholars who employ a range of scholarly tools and methods for exploring the content and genres of major books of the Hebrew Bible - including Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Joshua, Judges, Samuel, and Kings-with brief forays into selected Prophets and Wisdom

literature. Topics include theories about the composition and sociopolitical contexts of the writings, the events and ideas they narrate, and the use of scripture in sustaining and contesting modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): CMS 235

Instructor: Baker, Cynthia

Instructor Permission Required: No

CMRE 236 Introduction to the New Testament

Readings in the New Testament and related early Jewish and Christian literature. Topics include first-century Jews and Judaism; Jesus' life, death, and teaching in the context of the Roman Mediterranean; the shaping of Jesus traditions in the early Church; the diversity of ideas about salvation; and women in the Jesus movement and the early Church. Attention is given, throughout the course, to ways in which the New Testament has been used to sustain and contest modern social practices, especially those related to colonization, cultural violence, and race/gender disparities.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C054

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

REL 247 City upon the Hill

From John Winthrop to Ronald Reagan, Americans imagined themselves as a chosen people, a righteous empire, and a city upon a hill. The course examines this religious view of America and its role in shaping American ideas regarding politics, education, work, women, ethnic groups, and other countries. Readings include works by Edmund Morgan, Sacvan Bercovitch, David Howard-Pitney, and Bruce Lincoln.

Prerequisite(s): one course in religion.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

ASRE 250 Buddhist Traditions

The course focuses on the doctrinal and social developments of a range of Buddhist communities, from early Buddhism in India and the rise of various Buddhist schools of thought up to modern Buddhist traditions as practiced in North America; Mahayana philosophies; and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C026, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 250 The Buddhist Tradition

The course focuses on the doctrinal and social developments of a range of Buddhist communities, from early Buddhism in India and the rise of various Buddhist schools of thought up to modern Buddhist traditions as practiced in North America; Mahayana philosophies; and rituals, meditation, and other forms of religious expression across the Buddhist world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C026, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 250

Instructor: Melnick, Alison

Instructor Permission Required: No

ASRE 251 Religions of Tibet

Tibetan religions contain a complex mixture of Indian, Chinese, and indigenous elements. This course focuses on the history, doctrines, practices, literatures, major personalities, and communities of the different religious traditions that are expressions of this mixture, including monastic and tantric forms of Buddhism and pre-Buddhist religions practices. The relationships between religious and other social influence ethics also are explored.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002, C047, C066, C087

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 252 Art of the Middle Ages

In Europe from the Early Christian era to the end of the Gothic age, from 300 to 1450 C.E., precious objects, manuscripts, wall paintings, and stained glass were produced in great quantities. The course traces the development of these and other media, including tapestry and sculpture. The roles of liturgy, theology, and technological and social changes are stressed. Modes of historical analysis are investigated.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C048, C051, C055, C057, C083

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 252, CMS 252

Instructor: Boomer, Megan

Instructor Permission Required: No

REL 253 The Age of the Cathedrals

An investigation of medieval architecture from the Early Christian era to the end of the Gothic period in Europe, including Russia and the Byzantine East. Emphasis is placed on the development of Christian architecture and the emergence of the Gothic cathedral in the context of European political and social history before 1500. This course explores historical methodology in the field since 1800.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C001, C035, C048, C051, C057

Department/Program Attribute(s): (AVC: History and Criticism)(AVC: Premodern)

Class Restriction: None

Cross-listed Course(s): AVC 251, CMS 251

Instructor: Boomer, Megan

Instructor Permission Required: No

REL 254 Sacred Travel/Shrines/Souvenir

From antiquity to the present day, people have traveled to local or far-off sites to approach holy figures, to appeal for divine intervention, and to fulfill obligations. This seminar explores the material dimensions of these journeys, from the spaces entered and sites encountered to the things travelers brought or took away. The class focuses on shrines built and used c. 300-1500 CE.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AVC 254, CMS 254

Instructor: Boomer, Megan

Instructor Permission Required: No

REL 255 African American Religious Traditions

This course examines the origins, historical development, and diversity of African American religious traditions from the colonial era to the present. Throughout American history, African Americans have used

religion not only as a means of expressing complex views of themselves and their world, but also as a form of cultural critique, social reform, economic independence, and political activism. Among the movements and topics discussed are African and Caribbean religious influences, slave religion, the rise of African American denominations, the Nation of Islam, the importance of spirituals and gospel music, Afrocentricity, and the civil rights movement. Given the complex nature of African American religious experience, this course adopts an interdisciplinary approach and draws upon scholarship on religion in sociology, politics, history, art, literature, and music. Prerequisite: any 100-level religious studies course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

REL 258 American Minority Religions: Goddesses, Guns and Gurus

Americans often claim to value religious freedom and diversity. But how do we respond when religious minorities take more than one spouse, interact with aliens, or stockpile weapons for the end of the world? This course explores common characteristics of minority religions and considers how gender and sexuality have shaped beliefs, practices, and popular depictions of American minority religions since 1945. Students examine writings and speeches of charismatic leaders, consider radical religious innovations, and analyze popular culture portrayals (including films, graphic novels, and fiction) of minority religions in the post-World War II United States.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): AMST 258, GSS 258

Instructor: Goodwin, Megan

Instructor Permission Required: No

REL 260 Philosophy of Religion

A consideration of major issues that arise in philosophical reflection upon religion. Particular issues are selected from among such topics as the nature of faith, the possibility of justifying religious beliefs, the nature and validity of religious experience, the relation of religion and science, and the problem of evil.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PHIL 260

Instructor: TBA, Staff

Instructor Permission Required: No

REL 266 Magic and the Supernatural in the Middle Ages

For many, "medieval" is simply another word for "superstition" and the Middle Ages were consumed by delusion punctuated with witch trials. This course instead focuses on religious and folk practices beyond orthodox Christianity in the Middle Ages, to understand the realities of "magical" practice and supernatural beliefs during the period and move away from misconceptions based on Enlightenment polemic and modern fantasy. Students discover the variety of beliefs associated with the concepts of magic and supernatural and come to understand that these concepts were not always seen as evil, or even wrong, by contemporaries. Students consider the differences between how learned and unlearned magic were perceived and the gender dynamics at the heart of this dichotomy. They explore the syncretic relationship between medieval Christianity and paganism and other traditional beliefs, as well as the overlap between "magic" and primitive science. Recommended background: prior coursework on the pre-modern world.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C051

Department/Program Attribute(s): (History: European)(History: Premodern)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): CMS 266, HIST 266

Instructor: Lynch, Sarah

Instructor Permission Required: No

AMRE 270 Religion and American Visual Culture

A study of the constitutive role of visual culture in the formation of American religious traditions and the influence of religious experience on American art and mass culture. Moving from the colonial period to the present, this course examines the symbiotic relationship between American visual culture and religion in painting, photography, illustrated media, mass-produced objects, memorials, architecture, and decorative items.

Modes of Inquiry: [AC]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: No

REL 272 Islam in the Americas

This course traces the history and sociology of Islam in North and South America, from West African traditions in Brazil and Syrian immigration via Ellis Island and Buenos Aires, to the story of Malcolm X during the civil rights era, to the 2000s and the rise of millennial pop culture. Students explore the stories of Muslims in the Americas as a lens for understanding larger research questions in American cultural studies, political science, sociology, and comparative law.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AMST 272

Instructor: Akhtar, Ali

Instructor Permission Required: No

REL 274 Quran: Text, Culture, Arts

This course introduces the Quran, the sacred scripture of Islam, exploring its primary textual themes, its history in world cultures, and its role in the visual arts of the Islamic world. Topics include the comparative study of the Quran with Jewish and Christian scriptures, the historical role of the Quran in social and communal life, and the central place of the Quran in Islamic visual and material culture. Special attention is given to the Quran in Islamic architecture from Spain to China, the illuminated manuscript tradition of Morocco, and Persian and Turkish Sufi music drawing on scriptural themes.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C090

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

REL 295 Montezuma's Mexico: Aztecs and their World

The Aztec state encompassed millions of people, featured a capital whose size and towering pyramids left the first Spanish visitors in awe, and developed a culture that continues to influence contemporary Mexico. Yet Aztecs are more often remembered for their cannibalism than their complex civilization. This course examines the Aztec world: what it was like to live under Aztec rule, how society was organized, what people believed about how the cosmos worked, and why Aztecs practiced ritual human sacrifice.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C072

Department/Program Attribute(s): (History: Latin American)(History: Premodern)

Class Restriction: None

Cross-listed Course(s): HIST 295, LALS 295

Instructor: TBA, Staff

Instructor Permission Required: No

REL 303 Seminar in Biblical Criticism

Each time it is taught, this seminar focuses on a particular biblical book (e.g., Song of Songs), story cycle (e.g., the Joseph stories), or theme (e.g., apocalypse). It employs a variety of ancient and modern techniques of reading and analysis to explore its subject from a broad range of scholarly perspectives.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

REL 306 Seminar on American Religious Thought and History

The seminar focuses on a different figure, movement, or issue of significance for the development of American religious thought and history. Recommended background: a course in American studies or philosophy.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bruce, Marcus
Instructor Permission Required: No

REL 306B Dr. Benjamin Elijah Mays

Benjamin Elijah Mays, Class of 1920, is remembered for his eulogy of Dr. Martin Luther King Jr., his presidency of Morehouse College, and his famous declaration, "Bates College did not emancipate me; it did the far greater service of making it possible for me to emancipate myself." Seldom mentioned are his multiple roles as a minister, educator, social activist, journalist, advisor to three American presidents, leader in international organizations, and scholar of American religion. This course examines the life, career, and writings of Dr. Mays as lenses through which to view American religious thought and history. Prerequisite(s): FYS 152 or one course in religious studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bruce, Marcus
Instructor Permission Required: No

REL 306C The Religious Life of John Brown

Hero or traitor? Freedom fighter or terrorist? Few historical figures are more polarizing than John Brown (1800-1859). A white radical abolitionist, Brown dedicated most of his adult life to the abolition of slavery by any means, including the 1859 plot to seize over 100,000 weapons from the federal arsenal at Harpers Ferry, Virginia (now West Virginia). This course contextualizes Brown's life, legacy, and abolitionist principles in its proper nineteenth-century cultural, religious, theological, and political milieu. As an evangelical Calvinist Christian, Brown's faith guided his values and gave him strength in the abolitionist cause, and his piety fertilized his deeply held call to destroy the institution of slavery.

Modes of Inquiry: None

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Petrella, Christopher
Instructor Permission Required: No

REL 308 Buddhist Texts in Translation

This seminar involves the close reading and discussion of a number of texts representing a variety of Buddhist traditions. Emphasis is placed on reading across genres, which include canonical sutras, commentarial exegeses, modern-day texts for lay practitioners, philosophical treatises, and popular legends. Prerequisite(s): one course in religious studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C002, C033, C087
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): ASIA 308
Instructor: Melnick, Alison
Instructor Permission Required: No

GSRE 310 Gender and Judaism

In this course, students explore aspects of Jewish culture and images of Jews and Judaism through intersectional lenses, with a particular focus on gender, sexuality, and race. They examine ideologies, images, and practices related to gender, sexuality, and race with an eye to the ways these are constructed, maintained, contested, transformed, and queered in Jewish contexts. Feminist/womanist scholars and practitioners of Judaism serve as sources for insight and critique as well as a constructive resource for religious reflection, ritual, and visions of Judaism's future.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Baker, Cynthia
Instructor Permission Required: No

REL 311 Buddhism and Gender

This course examines the role of gender in Buddhist communities from the inception of the religious tradition to the modern day. How has gender identity influenced the development of this tradition? Where do we see gender in Buddhist literature, doctrine, and art? How do modern ideas of what "Buddhism" is affect change in the North American context, and how is this different from the Buddhist past? The course draws on a variety of sources, including literary, cinematic, and visual materials, to answer these questions. Special attention is given to how gender is presented in doctrinal texts, and the (dis)connection between

these documents and the lived experiences of Buddhist people, as presented in interviews and autobiographies by Buddhist practitioners from a variety of moments and communities.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002, C050

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 311

Instructor: Melnick, Alison

Instructor Permission Required: No

REL 313 Human Suffering: Job, Genesis, and Revelation

This course explores questions about suffering through the lens of the biblical books of Job and Revelation, with subsidiary attention to the first three chapters of Genesis. Students consider issues of justice, belief, morality, and meaning in response to human suffering and bring together personal knowledge and reflections, community-based learning, and close, reading of texts in wrestling with these issues. In addition to the biblical books and scholarship on them, readings include works by Archibald MacLeish, Bill McKibben, Stephen Mitchell, and Catherine Keller. Prerequisite(s): one course in religious studies..

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

REL 314 The Spanish Inquisition

Were witches and heretics really tortured in the Spanish Inquisition's infamous jails? This course examines both the institution of the Spanish Inquisition and the lives of those who came before it. Students read and analyze original Inquisition cases as well as consider the ways historians have used cases to investigate topics such as sexuality and marriage, popular beliefs, witchcraft, blasphemy, and the persecution of Jewish and Muslim people. The sins that concerned the Inquisition depended on the time and place, and the crimes prosecuted in sixteenth-century Spain or eighteenth-century New Spain reveal a great deal about early modern (ca. 1500-1800) culture and society.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C001, C035, C066, C072

Department/Program Attribute(s): (History: Early Modern)(History: European)(History: Latin American)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): HIST 301Y, LALS 303

Instructor: Melvin, Karen

Instructor Permission Required: No

REL 318 Sex, Gender, Islam, Power

This course examines the four central terms of the title in several combinations. We first explore the human-human and human-divine relationship as framed in the Qur'an and the Hadith, studying key feminist thinkers on equality, personhood, and women's humanity. The second part of the course surveys key questions about women, sex, and gender that have vexed the study of Islam in the twentieth and twenty-first centuries—sex in and outside marriage; punishment for 'sexual' crimes; licit and illicit sex; homosexuality, bisexuality, and queerness; transition and third genders; ritual leadership; and mourning. In the third and final part of the course, we will examine gendered and racialized representations of Muslim women and Muslim bodies in popular culture and the news media. By the end of this course, you will be able to engage and analyze the major debates around women, sex, and gender in Islam; and theorize the functions of power on all levels of human life.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 318

Instructor: TBA, Staff

Instructor Permission Required: No

ASRE 348 Epics of Asia: Myth and Religion

This course considers the intersection of religion and society in Asia through the lens of popular Asian myths. Students examine how religious doctrine, ideals, and art have influenced the creation and interpretation of this unique narrative form, while also learning about specific Asian traditions. Close study of several tales, including narratives from India, Thailand, China, Tibet, and Japan, include reading texts in translation as well as viewing cinematic and theatrical representations of myths intended for popular audiences. Students explore the dialogic process of myth by creating their own modern versions of one text.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

ASRE 351 Religion and International Development across South Asia

How do politicians and communities balance commitments to religious traditions with diverse conceptions of modernization? How will the participation of women-whose lives and liberties are often defined by religious and cultural norms-change in the world of business and technology over the next fifty years? What kinds of cultural literacy do international organizations like the World Bank and the United Nations Development Programme need to work effectively together with local communities? This course offers an introduction to the sociology of religion as a component of international development across South Asia (Pakistan, India, Nepal, and Bangladesh) since the 1980s with an emphasis on these often-overlooked but

vital issues and questions. Recommended background: one course on Islam or Asian religions or one introductory course in economics, politics, or sociology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Akhtar, Ali

Instructor Permission Required: No

REL 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

REL 365B W. E. B. Du Bois and American Culture

William Edward Burghardt Du Bois (1868-1963) is one of the twentieth century's leading American educators, political activists, scholars, and cultural critics. Du Bois was the first African American to receive a Ph.D. from Harvard, a founder of the NAACP, author of the first major sociological study of an African American community, a crucial precursor of the American civil rights movement, a spokesperson for Pan-Africanism, and a supporter and eventually a citizen of the African state of Ghana. He witnessed and, in many instances, played a role in shaping contemporary perspectives on the major historical, political, and social events of American society. This course offers a chronicle and critical examination of Du Bois's life, career, and role in the formation of American culture. Prerequisite(s): REL 100 or AFR 100.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Bruce, Marcus

Instructor Permission Required: Yes

REL 450 Majors Research Seminar

A course designed to give senior majors a common core experience in research in religion. Through writing, presenting, and discussing several papers, students explore topics of their own choosing from different theoretical and comparative perspectives. Required of all majors. Enrollment is limited to junior and senior majors and, by written permission of instructor, to interdisciplinary majors.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: Yes

REL 457 Senior Thesis

Research for and writing of the senior thesis, under the direction of a member of the department. Majors writing a regular thesis register for REL 457 in the fall semester or REL 458 in the winter semester. Majors writing an honors thesis register for both REL 457 in the fall semester and 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

REL 458 Senior Thesis

Research for and writing of the senior thesis, under the direction of a member of the department. Majors writing a regular thesis register for REL 457 in the fall semester or REL 458 in the winter semester. Majors writing an honors thesis register for both REL 457 in the fall semester and 458 in the winter semester.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

REL S21 Representations of Jesus in Film

This course considers representations of Jesus through select feature films of the late twentieth and early twenty-first centuries. Questions and insights brought to bear on these films derive from New Testament and historical Jesus studies, religion and film studies, and other cultural-studies disciplines. Students gain a broad

introduction to the Jesus film genre, critical film-viewing skills, and an enhanced understanding of the possibilities and challenges of representing Jesus in the modern era.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: No

REL S26 The Buddhist Himalaya: Religion in Ladakh

In this course, students learn about religious practice through firsthand interaction with traditionally Buddhist communities in rural and urban Ladakh, India. Students conduct ethnographic fieldwork relating to modern Buddhist practice, and examine these practices from historical, archeological, and literary perspectives. They observe rituals, interview practitioners, and participate in the daily life of the Buddhist community. This course includes a significant community-engaged learning component. Prerequisite(s): one course focused on Buddhism.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA S26

Instructor: Melnick, Alison

Instructor Permission Required: Yes

ASRE S28 From Shangri-la to Radical Dharma: Buddhism in North America

How did Buddhism first come to North America? How has it changed since its arrival? This course examines the development of Buddhism in the Americas since the nineteenth century. Students discuss different paths of Buddhist traditions from Asia to North America, and the ways that newly arrived Buddhists, and adopters of the tradition, have changed the face of what it means to be "Buddhist" in the "West." They consider shifting self-identification with the tradition, both among convert groups and in historically Buddhist communities, and the role of race and gender in the religion's development in the twenty-first century. The course includes brief trips to Dharma centers in New England as well as a "digital religion" component and several film screenings. Prerequisite(s): one of the following: REL 110, GS/RE 311, AS/RE 208, 248, 249, 250, 251, 308, or s26.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C002

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Melnick, Alison

Instructor Permission Required: No

REL S51A Creating Religious Studies: A STIP Course

This short-term course is devoted to designing a new introductory-level Religious Studies course to be required of all majors and minors. The course introduces students to the ways in which the field of Religious Studies has been constructed alongside, and as an integral part of, modern systems of colonialism, racism, and Western white supremacy and how the field also continues to be transformed by the work of minoritized scholars/communities and cross-cultural collaborations.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Baker, Cynthia

Instructor Permission Required: Yes

Rhetoric, Film, and Screen Studies

Professors Kelley-Romano and Nero; Associate Professor Cavallero (chair); Visiting Assistant Professor Rippetoe; Visiting Lecturer Allsup

Rhetoric, film, and screen studies offer an interdisciplinary approach to the study of human communication that focuses on the intersectional nature of meaning and knowledge.

Rhetoric is a vital aspect of modern democracy. Courses offered by the Department of Rhetoric, Film, and Screen Studies teach students to understand how citizens use the symbolic in processes of negotiation within democratic states. Historically, this understanding has come through study of oratory, writing, and debate. But as the public sphere has expanded, so have the skills needed for successful agency: skills also now address visual media such as film, television, and virtual worlds.

Courses examine the production of meaning in texts and screen texts through the study of the systems that create texts; the form of those texts; and the historical, sociocultural, and economic milieus that mediate their circulation and interpretation. Courses are informed by theories that examine race, ethnicity, gender, sexuality, and class, among other categories. In addition to introductory courses, students are required to take courses in performance. Students take two seminar courses with two different professors to further expand their exploration into the breadth of rhetoric, film, and screen studies. All students complete a senior thesis.

Argumentation and debate are traditional aspects of the practice and study of rhetoric, and have long been considered essential elements to a functioning public sphere. Bates has a storied tradition of excellence in debate, and students may study argumentation in courses or participate in competitive debate, or both. The Brooks Quimby Debate Council (BQDC), teaches students basic elements of rhetorical practice and theory.

More information is available on the [Rhetoric, Film, and Screen Studies department website](#).

Major Requirements

The major consists of ten courses plus a thesis. A coherent program for each student's major is designed in accord with the following guidelines and in consultation with a member of the faculty in the rhetoric, film, and screen studies who is appointed as the student's departmental advisor. Students should consult with their major advisor about meeting their requirements.

1. Core

Complete at least two courses from the following:

- RFSS 100 What is Rhetoric?
- RFSS 120 Introduction to Screen Studies
- RFSS 162 White Redemption: Cinema and the Co-optation of African American History

Take all three courses is recommended.

2. Performance

Complete at least one course from the following:

- RFSS S16 Public Discourse

- RFSS S17 Introduction to Argumentation

3. Theory

Complete at least one course from the following:

- RFSS 240 Film Theory
- RFSS 252 Rhetorical Theory
- RFSS 276 Television Criticism

4. Race/Ethnicity

Complete at least one course from the following:

- RFSS 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202 Coming of Age While Black
- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 273 Monday Morning Quarterbacking: The Rhetoric of Sports

5. Gender/Sexuality

Complete at least one course from the following:

- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 260 Lesbian and Gay Images in Film
- RFSS 265 The Rhetoric of Women's Rights
- RFSS 273 Monday Morning Quarterbacking: The Rhetoric of Sports
- RFSS 276 Television Criticism

6. Seminars

Complete at least two courses from the following:

- RFSS 391A The Rhetoric of Alien Abduction
- RFSS 391B Presidential Campaign Rhetoric
- RFSS 391F Bollywood
- RFSS 391J Film Festival Studies
- RFSS 391K Cyborgs on Screen

Seminars must be taken with two different faculty members.

7. Additional Courses

In consultation with a major advisor, students take two additional courses in Rhetoric, Film, or Screen Studies. These courses may be from within the department, offered by other departments or programs, or taken off campus.

8. Senior Thesis

Complete at least one course from the following:

- RFSS 457 Senior Thesis
- RFSS 458 Senior Thesis

Courses Taken Outside of Bates

In consultation with a major advisor, students take two additional courses in rhetoric, film, or screen studies. These courses may be from within the department, offered by other departments or programs, or taken off campus.

Short Term Courses

Students may count one Short Term course toward the major, unless they are using a Short Term course to fulfill the performance requirement, in which case, students may use two Short Term courses to satisfy the major requirements.

Pass/Fail Policy

Only one 100- or 200-level course may be taken Pass/Fail in fulfilling the major requirements.

Other considerations

Argumentation and debate are traditional aspects of the practice and study of rhetoric, and have long been considered essential elements to a functioning public sphere. Bates has a storied tradition of excellence in debate, and students may study argumentation in courses or participate in competitive debate, or both. The Brooks Quimby Debate Council (BQDC), teaches students basic elements of rhetorical practice and theory.

Minor Requirements

The minor consists of 6 courses. A coherent program for each student's minor is designed in accordance with the following guidelines and in consultation with the faculty member who is appointed as the student's department advisor for the minor.

1. Core

Complete at least two courses from the following:

- RFSS 100 What is Rhetoric?
- RFSS 120 Introduction to Screen Studies
- RFSS 162/AFR 162 White Redemption: Cinema and the Co-optation of African American History

2. Performance

Complete at least one course from the following:

- RFSS S16 Public Discourse
- RFSS S17 Introduction to Argumentation

3. Race/Ethnicity

Complete at least one course from the following:

- RFSS 162/AFR 162 White Redemption: Cinema and the Co-optation of African American History
- RFSS 202/AFR 202 Coming of Age While Black
- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities

- RFSS 273 Monday Morning Quarterbacking: The Rhetoric of Sports

4. Gender/Sexuality

Complete at least one course from the following:

- RFSS 219 Race, Gender, and International Cinema
- RFSS 220 Constructions of Italian American Men and Masculinities
- RFSS 260 Lesbian and Gay Images in Film
- RFSS 265 The Rhetoric of Women's Rights
- RFSS 271 Film Noir, Its Influences, and Its Legacies
- RFSS 273 Monday Morning Quarterbacking: The Rhetoric of Sports
- RFSS 276 Television Criticism

5. Seminars

Complete at least one course from the following:

- RFSS 391A The Rhetoric of Alien Abduction
- RFSS 391B Presidential Campaign Rhetoric
- RFSS 391E The Interracial Buddy Film
- RFSS 391F Bollywood
- RFSS 391J Film Festival Studies
- RFSS 391 K Cyborgs on Screen
- RFSS 391M/GSS 391M Rhetorics of the Body: Intersections of Identity, Power, and Culture

Pass/Fail Policy

Only one 100- or 200-level course may be taken Pass/Fail in fulfilling the minor requirements.

Course Offerings

RFSS 100 What is Rhetoric?

Although the oldest discipline, rhetoric may be the least understood. Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion." In this course, students conduct a historical survey of rhetorical theory from classical times to the present to critique the role of language in establishing, perpetuating, and challenging power. Rhetorical artifacts examined include political speeches, television programs, print advertisements, editorials, music, film, and social media.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C054, C085

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kelley-Romano, Stephanie

Instructor Permission Required: No

RFSS 120 Introduction to Screen Studies

This course is designed to introduce students to the production techniques, historical context, cultural function, and critical analysis of various film and television texts. Both film and television play an important role in defining, challenging, and reinforcing cultural norms and practices. By looking critically at a number of texts and artifacts, the course encourages students to develop a better understanding of the role film and television play in defining cultures and "reality."

Modes of Inquiry: [AC], [HS]

Writing Credit: [W1]

GEC(s): C017, C019, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: No

RFSS 162 White Redemption: Cinema and the Co-optation of African American History

Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): C019, C026, C036, C037, C040, C041, C055, C057, C061

Department/Program Attribute(s): (Africana: Historical Persp.)

Class Restriction: None

Cross-listed Course(s): AFR 162

Instructor: Nero, Charles

Instructor Permission Required: No

RFSS 185 Public Discourse

This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Allsup, Andrew

Instructor Permission Required: No

RFSS 186 Introduction to Argumentation

An examination of the theory and practice of argumentation. This course explores argument theory from antiquity to the present and gives students the opportunity to develop skills in structured academic debates.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rippetoe, Sammi

Instructor Permission Required: No

RFSS 202 Coming of Age While Black

This course proceeds from the premise that coming of age while Black is fraught with the dangers created by a system of anti-black surveillance. Students examine "coming-of-age" memoirs and films that began during the era of the U.S. civil rights movement in the 1950s. Typically, the films and memoirs in this sub-genre feature a young Black protagonist, often a teen, navigating, sometimes successfully but not always, a world defined by intersecting oppressions created by race, class, gender, sexuality, and/or colonial identity.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C037, C041

Department/Program Attribute(s): (Africana: Diaspora)(Africana: Gender)(Africana: Historical Persp.)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 202

Instructor: Nero, Charles

Instructor Permission Required: No

RFSS 205 Social Advocacy and Activism

In this course, students will explore the history of activism and advocacy in the United States from the mid twentieth century to now, the theoretical underpinnings of US activism and advocacy, and how to use those concepts through praxis including, but not limited to, composing speeches, op-eds, events, and developing

debate skills. Students will examine the contextual and historical factors that influence particular social movements to arise and how those movements produce responses to the circumstances of their moment. By the end of the course, students will be able to both analyze social movements and create discourse that addresses crises of their own current political climate. Prerequisite(s): One course in Rhetoric, Film, and Screen Studies.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rippetoe, Sammi

Instructor Permission Required: No

RFSS 211 Archival Queers

Queers have historically engaged in ephemeral rhetorical practices to save themselves from the scrutiny and violence of the heteronormative public. Over the course of the twentieth century, however, more and more queers have found themselves doing the work of preserving their own history, sometimes institutionally, but often in their own attics and basement. This class will explore the archive as a site of queer resistance, where both the inclusion of queer materials and the queer interpretation of 'normative' materials become methods queer resistance. As argued by Charles Morris III, the project of archival queers is to make an "indelible mark on the public record" through the "tireless cruising in vexed pursuit of the elusive artifacts of queer history." Using the tools of rhetorical theory and criticism, this class will engage with the archive to think through the heteronormativity of history making and participate in the queering of public discourse through radical interpretation.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

RFSS 219 Race, Gender, and International Cinema

This course investigates a number of films, filmmakers, film industries, and film movements that have changed the shape of movies and expanded our understanding of what is possible with cinema. Students gain a greater knowledge of the global cinematic landscape and discern the role that cinema plays in global and local cultures. The course is particularly sensitive to the representation of race and gender and asks how a sensitivity to local cultural traditions might challenge or change readings of specific texts. Films from Iran, Brazil, Senegal, France, Australia, Italy, Japan, India, China, and Germany may be considered.

Prerequisite(s): one of the following: RFSS 100, RFSS 120, or AF/RF 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cavallero, Jon
Instructor Permission Required: No

RFSS 220 Constructions of Italian American Men and Masculinities

From Rudolf Valentino to The Godfather to Jersey Shore, American media makers and audiences seem obsessed with the Italian American man. In challenging cultural conventions and brazenly refusing to conform to accepted social norms, the Italian American male in popular culture is simultaneously admired and feared. Representations of the Italian American male indulge fantasies of total freedom while providing a cautionary tale that endorses social conformity. This course examines representations of Italian American men to determine the cultural place of ethnicity, gender, sexuality, and class, with attention paid to the rhetorical usage of these overlapping identities. Prerequisite(s): one of the following: RFSS 100, RFSS 120, or AF/RF 162.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C017, C019
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Cavallero, Jon
Instructor Permission Required: No

RFSS 240 Film Theory

What is a film? How should films be viewed? What cultural role do the movies play? As might be expected, such open-ended questions have yielded no shortage of answers. This intermediate-level film studies course introduces students to some of the dominant theoretical models that have surfaced throughout the history of film theory (including formal film analysis, realism, Soviet montage theory, documentary theory, and experimental film theory), while also exploring issues of cultural studies, authorship, ideology, representation, digital cinema, reception studies, and global and transnational cinema. In coming to an understanding of these approaches, students develop a deeper comprehension of the cultural place and artistic significance of the movies. Prerequisite(s): RFSS 100, 120, or AF/RF 162.

Modes of Inquiry: [AC], [CP]
Writing Credit: [W2]
GEC(s): C017, C019, C029
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Cavallero, Jon
Instructor Permission Required: No

RFSS 242 Passing/Trespassing

This course examines the rhetoric of containing black bodies in cinematic and literary narratives. In passing narratives light-skinned people move across racial lines supposedly fixed by biology, custom, and law. In

trespassing narratives black persons enter spaces denoted as white by law or custom. This course calls attention to fear, fantasy, punishment, and resistance as ongoing dimensions of race and white supremacy. Recommended background: at least one course with race as a central topic.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C019, C037, C040, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): AFR 242

Instructor: Nero, Charles

Instructor Permission Required: No

RFSS 252 Rhetorical Theory

While rhetoric is commonly perceived to be persuasion, rhetorical theorists have long studied the relationship between symbol systems and broader aspects of human identity. This course focuses on theories that explore the epistemological (how we know) and the ontological (being) aspects of language use. The course begins with general theories related to the topic and then moves to discussions of how language influences our understanding and embodiment of race, gender, sexuality, and citizenship. Prerequisite(s): RFSS 100, 120, or AF/RF 162.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hovden, Jan

Instructor Permission Required: No

RFSS 257 Rhetorical Criticism

In this course, students apply rhetorical theories to a variety of artifacts to understand the unique insights afforded by rhetorical studies. Students write, present, and discuss papers in which they apply and analyze different rhetorical perspectives. Rhetorical artifacts examined include political speeches, campaign advertising, television, print advertisements, editorials, music, film, Internet sites, and social-movement rhetoric. Prerequisite(s): RFSS 100.

Modes of Inquiry: None

Writing Credit: [W1], [W2]

GEC(s): C005, C017, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Otis, Hailey

Instructor Permission Required: No

RFSS 260 Lesbian and Gay Images in Film

This course investigates the representation of lesbians and gays in film from the Golden Age of Hollywood to the contemporary independent filmmaking movement. Topics may include the effect of the "closet" on Hollywood film, homophobic imagery, international queer films, "camp" as a visual and narrative code for homosexuality, the independent filmmaking movement, and the debates about queer visibility in contemporary mass-market and independent films.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009, C019

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Nero, Charles

Instructor Permission Required: No

RFSS 271 Film Noir, Its Influences, and Its Legacies

From private eyes, femme fatales, and criminal masterminds to byzantine plots, double crosses, and good old-fashioned nihilism, film noir has contributed much to cinematic history and contemporary film. This course considers its influences, such as pulp magazines' hardboiled fiction and German expressionism, and examines its legacies into the twenty-first century. Students question what film noir actually is: A genre? An ethos? A lighting scheme? The course also interrogates film noir's rhetorical constructions of gender, race, class, and sexuality from its heyday in the 1940s and 1950s into the present. Finally, the course considers why these films continue to be so influential. Prerequisite(s): AF/RF 162, RFSS 100, or RFSS 120.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: No

RFSS 272 Intersectional Rhetorics

This course investigates intersectionality as an orientation toward critical practice for both scholars and activists. Students consider intersectionality as a theory, exploring its utility for understanding and explaining lived experiences of marginality and privilege. They explore intersectionality as a method for engaging in activism/advocacy as well as for analyzing and evaluating rhetorical texts. They also interrogate intersectionality as an issue of discipline, exploring the concept's disciplinary roots in Black feminist theory and politics while also considering how the study of intersectionality has created an exigency in the discipline of rhetoric to amplify certain voices and issues. Prerequisite(s): AF/GS 201; AF/RF 162; GSS100; or RFSS 100 or 120.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Otis, Hailey
Instructor Permission Required: No

RFSS 273 Monday Morning Quarterbacking: The Rhetoric of Sports

This course examines the ways in which discourse surrounding sports influences culture, politics, and one's sense of self. Using rhetorical theories such as myth, metaphor, and narrative, students analyze the discourses surrounding topics such as the rhetorical construction of the athlete, sporting events, athletes as racialized and gendered bodies, the commodification of the athlete, athletes and activism, and fandom and identification. Prerequisite(s): RFSS 100, 120, or AF/RF 162.

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Hovden, Jan
Instructor Permission Required: No

RFSS 276 Television Criticism

This course examines the representational strategies employed by television to convey social messages. The goals of the course are twofold: first, to acquaint students with the basic theoretical premises of rhetorical approaches to television; and second, to provide students an opportunity for critical and original research. Students examine how representations of race, class, sexuality, ability, and other categories of analysis are articulated in science fiction and fantasy on television. Prerequisite (s): RFSS 100, 120, or AF/RF 162..

Modes of Inquiry: [AC], [HS]
Writing Credit: [W2]
GEC(s): C017, C019, C040
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Kelley-Romano, Stephanie
Instructor Permission Required: No

RFSS 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

RFSS 391A The Rhetoric of Alien Abduction

This seminar examines the discourse surrounding UFOs and alien abduction. Texts are drawn from various media and include both fictional and nonfictional accounts of interaction with aliens. The course uses abduction/UFO discourse as a way to interrogate articulations of power, reality, control, rights, and identity as they are expressed both by abduction experiencers and popular culture. Topics include conspiracy, narrative, apocalyptic rhetoric, and myth. This seminar is recommended for sophomores and juniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C017, C040
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Kelley-Romano, Stephanie
Instructor Permission Required: Yes

RFSS 391B Presidential Campaign Rhetoric

In this course, students explore the wide array of discourse surrounding presidential campaigns. Attention is paid to political speeches, advertisements, debates, news reporting, and the use of social media in campaigning. Students also participate in an extensive "mock campaign" complete with candidates, conventions, media, debates, and scandal. Special attention is paid to the evaluation of evidence and sources in the construction of political argument and image. This seminar is recommended for juniors and seniors. Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C017, C062
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Kelley-Romano, Stephanie
Instructor Permission Required: Yes

RFSS 391E The Interracial Buddy Film

This course examines the intersections of race and gender in the interracial buddy film, an enduring genre that emerged in the civil rights era and has become one of the most profitable film formulas. Students examine how the films construct masculinity and race in political contexts. This course is recommended for sophomores and juniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [CP], [HS]
Writing Credit: None

GEC(s): C019, C041

Department/Program Attribute(s): (Africana: Gender)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Nero, Charles

Instructor Permission Required: Yes

RFSS 391F Bollywood

This course develops a historical understanding of Bollywood while demonstrating that the economic realities of a globalized world have ethical implications for cultural production. The course considers the history of Bollywood productions from the 1950s to the 1990s, a time in which the aesthetic style and production practices of these films were established; special attention is paid to the gender, racial, sexual, and class politics of these movies. Next, students consider the industry's global popularity and the lucrative potential of transnational audiences. Finally, they investigate how Hollywood and independent films have attempted to capture a more traditional Bollywood audience. Films under study include *Mother India*, *Zanjeer*, *Dhoom 2*, *Dilwale Dulhania Le Jayenge*, and *Slumdog Millionaire*. This seminar is recommended for sophomores and juniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C017, C019, C087

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

RFSS 391J Film Festival Studies

This course is structured around ongoing discussions within the academic field of festival studies and asks students to apply those conversations to the planning of an on-campus film festival. Throughout the course, students screen, discuss, and evaluate possible festival films and draw on the resources and connections of the Bates community to produce the event. They also engage in discussions about the history of film festivals, the promotion of festivals, the ways that festivals are accredited, the funding of festivals, the audience(s) of festivals, and the ways these realities create opportunities and constraints for festival organizers. This seminar is recommended for juniors and seniors. Prerequisite(s): one course in rhetoric, film and screen studies.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

RFSS 391K Cyborgs on Screen

Some of the scariest and some of the most beloved characters in science fiction cinema and television are cyborgs. The simple equation of part human/part machine/all cyborg adds up to more than fiction, though; this course considers how disability, feminist, and cultural studies scholars engage with cyborgs' rhetorical constructions. This course also considers the cyborg in its historical contexts through the twentieth and twenty-first centuries, examining the various cultural anxieties reflected in different rhetorical constructions of cyborgs on screen. Prerequisite(s): one rhetoric, film, and screen studies course.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Salter, Tiffany

Instructor Permission Required: Yes

RFSS 391M Rhetorics of the Body: Intersections of Identity, Power, and Culture

Bodies are profoundly rhetorical: they compel audiences to act, think, and be in the world differently. Rhetoric is also profoundly embodied: rhetorical messages are articulated through bodies that exist at the intersection of various dynamics of identity and power. As both vehicles and artifacts of rhetoric, bodies hold the power to reveal, maintain, and disrupt the underlying beliefs, norms, and values of a given culture. This course explores the relationship between the body and rhetoric, including how bodies communicate rhetorical messages as well as how broader discourses enable, constrain, and define bodies in particular ways. Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 391M

Instructor: Otis, Hailey

Instructor Permission Required: Yes

RFSS 457 Senior Thesis

A substantial academic or artistic project. Students register for RFSS 457 in the fall semester. Majors writing an honors thesis register for both RFSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

RFSS 458 Senior Thesis

A substantial academic or artistic project. Students register for RFSS 458 in the winter semester. Majors writing an honors thesis register for both RFSS 457 and 458.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

RFSS S16 Public Discourse

This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C085

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hovden, Jan

Instructor Permission Required: No

RFSS S17 Introduction to Argumentation

An examination of the theory and practice of argumentation. This course explores argument theory from antiquity to the present and gives students the opportunity to develop skills in structured academic debates.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Hovden, Jan

Instructor Permission Required: No

RFSS S18 Under the Influence: Alcohol Use, Addiction, Television and Community

This course examines texts surrounding drug and alcohol use on television including news reporting, documentaries, and fictional programming to understand the cultural position of drug and alcohol use in contemporary American society. Additionally, students will be introduced to guest speakers, and community partners working in organizations and communities dealing with alcohol and drug (mis)use. Using an intersectional approach, students will explore issues of stigma, the opioid crisis, alcohol use, and the treatment industry.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Kelley-Romano, Stephanie
Instructor Permission Required: No

RFSS S20 COVID Rhetorics: Biopolitics and Necropolitics in a Global Pandemic

This course examines the biopolitical and necropolitical underpinnings of discourses circulating around and about the global COVID-19 pandemic. Students explore a variety of rhetorical contexts—including public health campaigns, social media posts, and political discourse—to understand how COVID rhetorics make visible and exacerbate health inequities and vulnerabilities. Students interrogate COVID rhetorics as enactments of ableist, racist, and antifat power while also considering possibilities for more ethical ways of communicating about bodies in the context of a global pandemic.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Otis, Hailey
Instructor Permission Required: No

RFSS S24 American Cinema in the 1990s: Historical Context for Contemporary Issues

The 1990s are widely regarded as the decade when independent features came to dominate American cinema, but many of the issues that are prominent in today's social, cultural, and political landscape were also preoccupying filmmakers in the 1990s. Films made in this decade tackled environmental concerns, racial politics, gender equality, sexual harassment, technological innovations, sexual violence, and terrorism. These socially-minded themes were often complemented by an aesthetic daring that explored the possibilities of the medium. This course looks at a series of films from the 1990s to appreciate the formal possibilities of cinematic storytelling and historically contextualize various issues of the 2010s. Prerequisite(s): one course in rhetoric, film, and screen studies.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C019
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Cavallero, Jon
Instructor Permission Required: No

RFSS S31 Film Festival Management

This experiential learning course investigates current best practices in film festival management and asks students to apply their findings to the management of the Bates Film Festival, a fast-growing, regionally-respected, social justice-oriented event. Throughout the course, students have an opportunity to be involved in every aspect of the festival's execution. They may moderate panels and question-and-answer sessions; introduce films and events; promote the festival through advertising and marketing initiatives; determine festival jury awards; communicate with festival partners; and more. The course offers opportunities that allow students to gain hands-on experience with the film festival world and develop valuable skills that may position them well for careers in film/TV, marketing, advertising, public relations, and related fields. Importantly, the course also positions students as active citizens who not only witness and engage civic-minded conversations but also lead them. Prior coursework in Rhetoric, Film, and Screen Studies is highly recommended.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Cavallero, Jon

Instructor Permission Required: Yes

RFSS S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

Sociology

Professors Duina and Kane; Associate Professors Rocque (chair) and Taylor; Assistant Professor Medford; Visiting Lecturer Moodie

The curriculum in sociology is designed to introduce students to the sociological perspective, which explores social structures, cultural factors, and other variables that intersect with, and influence, individual lives. Courses address a wide range of social phenomena, from patterns of everyday interaction to social and political revolutions. Sociology as a discipline focuses on recognizing and analyzing social determinants that shape our lives. That focus offers a unique potential not only for understanding society, but also for social action and social change.

The curriculum offers a variety of 100- and 200-level courses introducing sociology and many of the specific topics and issues addressed by sociologists. Most 200-level courses are open to first-year students and have no prerequisites. The core courses for the major also begin at the 200 level. These core courses focus on developing the skills and tools necessary for a more advanced application of a sociological perspective, preparing students for more advanced course work and thesis research. Starting with the class of 2027, our requirements will change to include SOC 206, and six electives to finish the major.

The methods and substantive areas of sociology provide an excellent background for a wide range of careers in fields such as government, public policy, law, social research, community work, social activism, health, human services, social work, counseling, education, business, human resources, advertising, and market research, as well as a strong foundation for graduate study in sociology and a variety of applied or related areas including law, criminal justice, social work, business, public policy and public administration, urban and community planning, health care administration, public health, education, survey research administration, and journalism.

More information is available on the [Sociology department website](#).

Major Requirements

1. Base Courses

Complete the following courses:

- SOC 204 Theoretical Foundations of Sociology
- SOC 205 Research Methods for Sociology
- SOC 206 Thinking Sociologically with Numbers
- SOC 405 Senior Capstone in Sociology

2. Senior Thesis

Complete at least one course from the following:

- SOC 457 Senior Thesis
- SOC 458 Senior Thesis

3. Additional Courses

Complete the following:

- a. 300-Level Courses
 - Complete at least two 300-level Sociology courses.
- b. Electives
 - Complete at least four additional Sociology courses.

Courses Taken Outside of Bates

1. Is it difficult to combine study abroad with the Sociology major?

Because study abroad is highly relevant to the major in sociology, the department tries to work with students to make sure they can combine their sociology coursework with study off campus, including Bates Fall Semester programs, JSA, and JYA. Many students are able to complete one or two courses that count toward the major, if they happen to select an off-campus program that offers courses in sociology or closely-related disciplines. But even students wishing to pursue a program emphasizing other kinds of study, in which they are not able to count any courses toward the major, usually have little difficulty combining their Bates sociology coursework with off-campus study. The remaining FAQs on this list will help you think through what you need to take before you study away, as well as what might count toward the major from your off-campus study curriculum.

2. How many courses taken abroad can I count towards my Sociology major?

One or two courses from a junior semester abroad/off campus may be considered for application toward the major as electives, if they are taught in a sociology department or if the Bates Sociology Department determines that they are adequately sociological. Students studying off campus for their entire junior year may request consideration for a maximum of three electives. Students are not normally granted credit for courses taken abroad in meeting the theory, methods, and 300-level requirements for the major.

3. What Sociology courses do I need to complete before I study off-campus during my junior year?

It is important for students planning to study off-campus to think ahead about how they will complete the core courses, methods (Soc. 205) and theory (Soc. 204), since these must be completed prior to the beginning of the senior thesis. You must take Soc. 204 and 205 before the end of your junior year, and these courses are typically offered only in the winter semester. The Department Chair or any other faculty member will be happy to help you with this kind of planning.

4. Do I need to get my study abroad courses approved by the Sociology department before I leave?

You should consult in advance with the Department Chair about the sociology (or closely related) courses you intend to take during your off-campus study. Though the courses will not necessarily be approved officially before you leave, as there may be uncertainty about which specific courses will be available to you, this consultation will ensure that you are clear about the department's policies for counting courses before you make your final selections.

5. What if my course options or plans change once I am abroad/away?

You are welcome to e-mail the Department Chair to request consideration of a newly available course or some other changes, and/or to seek advice about potential courses.

6. How do I finalize approval of my courses?

Once you return from your off-campus study and your courses are approved for Bates credit by the Center for Global Education, then you can meet with the Department Chair again to finalize the application of those credits to the major in sociology.

7. What off-campus study programs do Bates Sociology students most often select?

There are a wide variety of off-campus programs previous sociology students have found particularly beneficial. We encourage you to review the various programs available in terms of your own interests and educational goals, so you should feel free to begin by reviewing the wealth of information on off-campus study available in the Center for Global Education. Their materials include evaluations from previous Bates students who have participated in each approved program, and you may want to note particularly those completed by sociology majors. In addition, Department faculty will be glad to consult with you regarding the programs of interest to you, and help you determine whether they include any courses that might count toward the major. If you have particular interests within sociology that are not fully covered within the Department, we can help you find a program in which you can explore those interests more fully. But especially for students planning to study off-campus for just one semester, we encourage you to select an off-campus study opportunity that you want, without feeling constrained by the requirements of the major.

Short Term Courses

One Short Term Sociology course and one independent study in Sociology may also be taken to fulfill the major, but neither of these can count as one of the two 300-level courses.

Pass/Fail Policy

Pass/Fail grading may not be elected for courses applied toward the major.

Course Offerings

SOC 101 Principles of Sociology

This course introduces students to the ways sociology uniquely contributes to an understanding of the social world, social problems, and human experience. Students consider the origins and consequences of social norms, institutions, and inequalities. The course examines society-wide or global phenomena as well as smaller social settings where individual behavior and experience are in greater focus.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi; Rocque, Mike; Medford, Marcelle

Instructor Permission Required: No

SOC 103 Macrosociology: Institutions and Structures

Macrosociology concerns itself with broad-level topics and issues: international development, demographic trends, state formation and behavior, the relationship between politics and the economy, industries, globalization, national and international law, cultural convergence across countries, national and transnational policymaking, corruption, security issues, among others. Often, attention turns to structures and institutions for explanatory purposes.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC 104 Contemporary Social Problems: Sociological Perspectives

An introduction to sociology through the study of contemporary social problems. Topics include inequalities of income, wealth, housing, education, and health as well as related social problems such as systemic racism, crime, poverty, homelessness, and climate change. With a particular focus on how sociologists study the process through which social conditions become defined as problems, the way various stakeholders frame those problems, and their potential solutions, students explore sociology in general and the social construction of social problems in particular. This exploration includes readings, class discussions, and community-engaged learning with local organizations addressing social problems.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

SOC 204 Theoretical Foundations of Sociology

Theories of society are used in a variety of ways to make sense of the world in which we live. This course examines the evolution of sociological theory, and the history of sociology as a discipline. Major schools of social theory are compared and analyzed, with emphasis on their role as foundations of sociology.

Prerequisite(s): one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC 205 Research Methods for Sociology

This course is a practical introduction to the research methods used by sociologists, including survey research, content analysis, participant observation and field research, qualitative interviewing, community-based research, case studies, focus groups, and comparative historical research. The assumptions of various approaches to social science research are considered, along with application of methods of collection and analysis for both qualitative and quantitative data. Prerequisite(s) or corequisite(s): SOC 204.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kane, Emily; Taylor, Heidi

Instructor Permission Required: No

SOC 206 Thinking Sociologically with Numbers

In this course, students learn how to think about social issues numerically. They learn the fundamentals of social statistics with a focus on interpretation, including quantitative data types, learning how to describe and present data (including data visualization), sampling, probability, and bivariate and multivariate analyses. Basic analyses such as hypothesis testing, confidence intervals, correlation, and regression are covered. Recommended background: basic math proficiency, some algebraic knowledge.

Modes of Inquiry: [HS], [QF]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

SOC 210 Social Psychology

This course introduces students to theory and findings in social psychology, which involves empirical study of human behavior and mental processes in social situations. Topics include impression formation, interpersonal attraction, and persuasion, as well as prejudice, stereotyping, and discrimination. The readings, lectures, and discussions consider these and other topics in a variety of domains. The course also examines the research methods used by social psychologists, especially experiments, with an emphasis on recent efforts within the field to strengthen the quality of evidence on which we base our conclusions. Prerequisite(s): PSYC 101.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C031

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PSYC 210

Instructor: Sargent, Michael; Boucher, Helen

Instructor Permission Required: Yes

SOC 211 Crime, Justice, and Society

This course provides a broad overview of crime and justice from a sociological perspective. Topics include why certain behaviors are deemed criminal and others are not, how and why criminal laws are developed, why some individuals break those laws, and the role of the criminal justice system in society. The course also considers theories of crime and justice, approaches to the measurement of crime, the social factors associated with crime, and media representations and public perceptions of crime and justice. Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C013, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

PTSO 212 Race and Mass Incarceration in the United States

This course provides an analysis of the criminal justice system with a particular focus on the centrality of crime policy to the making of race in the United States. Specifically, the course examines the war on drugs. Students consider how changes to laws and policies transformed the way we punish crime as a country, and their disproportionate impact on Black and Brown communities. Students also explore reformist and abolitionist social movements and their efforts to redress these disparities in the criminal justice system through policy change. Recommended background: PLTC 115.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C037

Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bedecarre, Kate
Instructor Permission Required: No

SOC 217 Correcting and Controlling Behavior: A Sociological Perspective on Corrections and Social Control

Many Americans have had contact with the criminal justice system, from police stops to incarceration or probation, components of our corrections systems, which, broadly speaking, attempt both to punish criminal behavior and change it. Yet we have all been subject to more informal systems of corrections and social control, from being grounded to being admonished by a teacher. This course provides a broad overview of sociological perspectives on social control in general and criminal justice corrections in particular. Topics include the origins, forms, and functions of social control; theories of punishment; the history of criminal justice corrections; modern challenges within corrections systems; mass incarceration; alternative forms of sanctions; and treatment of offenders. The course also considers research issues faced by corrections practitioners, including projects with community partners whose work involves correcting behavior. Recommended background: SOC 211.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C013, C091
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rocque, Mike
Instructor Permission Required: No

SOC 221 Sociology of Immigration

Since the passage of the Immigration and Nationality Amendments of 1965, the United States has received millions of immigrants from virtually every part of the world. The magnitude of these recent immigrant flows has reshaped the demography of the nation. But the magnitude of the flows is only part of the story. Today's immigrants are extremely diverse, ethnically, culturally, and racially. Students explore sociological approaches to immigration as they discuss, debate, analyze, and critique academic, political, and mainstream articulations of immigration processes in the United States.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): (Africana: Diaspora)
Class Restriction: Not open to: First-Years
Cross-listed Course(s): AFR 221
Instructor: Medford, Marcelle
Instructor Permission Required: No

SOC 223 Sociology of Culture

What is the role of symbols and ideas in social life? This course introduces the diversity of current sociological approaches to this longstanding issue at the heart of the discipline. Students examine how "cultural objects," such as pop songs, newscasts, public monuments, and even collective memories are created and understood. They also explore sociological studies of culture in its more anthropological sense, as patterns of behavior and belief, and as culture relates to phenomena such as social movements, religion, sexuality, political conflict, globalization, and social stratification. Recommended background: one course in sociology.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

SOC 230 Sociology of Health and Illness

This course examines how social and structural forces shape health, illness, and the health care system. Through critical analysis of health and illness in the United States, the course explores the field of medical sociology. Topics include social factors associated with health and disease, disability, the organization of health care, medical ethics, and the relationship between health care and human rights. Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

SOC 235 Global Health: Sociological Perspectives

This course introduces students to the health care systems of nations in the developed and developing world. Health care takes place within culturally unique social, historical, and political contexts, which shape factors such as disease, nutrition, violence, reproductive health, and environmental and occupational hazards. The course explores how these diverse forces shape illness experience, health care utilization, organization and training of health care providers, and systems of health care delivery. Drawing on a critical perspective, this course utilizes sociological methods and theories to explore health and illness around the globe. Recommended background: one course in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C014, C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Taylor, Heidi
Instructor Permission Required: No

SOC 236 Urban Sociology

What constitutes the urban? And how is it distinct from other forms of physical and social organization? This course introduces students to major themes in urban sociology. Students explore how the city operates as a site of conflict, not only in its conceptualization, but also as a site of struggle over social, physical, economic, and political resources. Topics include the contest over the emergence of the discipline through the Park/Dubois debate, empirical studies on "urban problems," industrialization, urban renewal, suburbanization, gentrification, racism, globalization, segregation, ghettos, schooling, policing, prisons, immigration, and urban farming.

Modes of Inquiry: [HS]
Writing Credit: None
GEC(s): C057
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Medford, Marcelle
Instructor Permission Required: No

SOC 238 Queer Power: Political Sociology of U.S. Sexuality Movements

This course introduces students to social movement theory and interest group politics in the United States via the case study of gay, lesbian, bisexual, transgender, and queer (LGBTQ+) politics from the immediate post-World War II period to the present, and it examines the relationship of sexuality to the racial and gender dynamics of U.S. identity-based social movements. The course traces the development of research methodologies to study collective action from early rational choice models to resource mobilization theory to new social movement models and political opportunity and process models. How the LGBTQ+ movements drew upon, expanded, and challenged foundations established by both African American civil rights and feminism is also explored. Prerequisite(s): any 100-level course in gender and sexuality studies, politics, or sociology.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009, C013, C091
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): GSS 238, PLTC 238
Instructor: Engel, Steve
Instructor Permission Required: No

SOC 242 Race and Justice in American Education

This course considers how racial identity, class, culture, and privilege intersect with education systems and structures to shape students' schooling experiences and academic outcomes. Through readings, discussion, projects, and fieldwork, students explore several questions: What are race and racism, and how do they matter to education? How has the U.S. tradition of racially segregated and unequal schooling played out

historically? What are the effects of that legacy for children and for society today? And how do schools currently work to address opportunity gaps? Topics covered include bilingual education, tracking, and access to higher education. A thirty-hour field experience is required. Recommended background: EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C008, C030, C037, C041, C084, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EDUC 242

Instructor: Tieken, Mara

Instructor Permission Required: No

SOC 250 Privilege, Power, and Inequality

This course addresses structural inequalities in the United States from an intersectional perspective. With attention to privilege and marginalization through structures like racism, capitalism, gender, sexuality, and citizenship, students explore recent sociological studies and engage in addressing inequalities in our campus and local communities. Topics include patterns in the distribution of privilege, power, and resources in society as well as possibilities for resistance and social change to challenge structural inequality.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C037, C041, C062, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

SOC 259 Comparative Politics of Immigration Control

Why and how do countries around the world control international migration? This course tackles this question in three parts. First, we explore why people migrate and how states create distinctions between migrants and citizens. Second, we examine how they control their own citizens seeking to emigrate (leave their 'home' country); noncitizens (foreigners) living within their territorial borders; and, noncitizens attempting to enter their territory. The third part of the course introduces several theories that explain why states control migrants and why they adopt varying forms of migration control. Upon completing the course, students understand that migration control is not unique to the United States. They can compare migration control regimes around the world and explain the role of historical and contemporary drivers, including colonialism, racism, capitalism, economic crises, nationalism, and electoral politics in these regimes' formation.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): PLTC 259

Instructor: TBA, Staff

Instructor Permission Required: No

SOC 260 Economic Sociology

Most, if not all, economic activity-whether it takes place at the level of individuals, organizations, or markets-requires rules, norms, and institutions. Efficiency alone cannot account for the existence and nature of those rules, norms, and institutions. Beliefs, values, power structures, perceptions of self-interest, political structures, racial dynamics, gender dynamics, path dependencies, and additional factors hold explanatory potential as well. This course investigates these factors. In the process, students explore some of the most important theoretical frameworks in sociology and politics such as rational choice theory, historical institutionalism and statist theory, and some key topics in sociology such as international development.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC 270 Sociology of Gender

This course focuses on the social construction of gender through a consideration of a series of interrelated social institutions and practices central to gender inequality. Emphasis is placed on the intersections between gender inequality and inequalities of race/ethnicity, class, sexuality, and nation. Recommended background: one previous course in gender and sexuality studies or sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C008, C009, C062, C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): GSS 270

Instructor: Kane, Emily

Instructor Permission Required: No

EUSO 290 Political Sociology

This course offers an in-depth examination of core issues in political sociology. Attention turns to the formation of nation-states, nationalism, postcolonialism, neoliberalism and welfare states dynamics, international organizations, social movements and revolutions, democracy and regime change, violence, power, and related topics. Students encounter a variety of theoretical perspectives and methodological approaches, with empirical analyses focusing on case studies from across the globe. Recommended background: one or more courses in the social sciences.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C014, C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None
Instructor: Duina, Francesco
Instructor Permission Required: No

PTSO 291 Black Rebellions in the U.S.

Can political violence can ever be ethically justified? Students consider the theoretical and ethical debates that surround this question in the context of Black uprisings. This seminar traces major episodes of Black rebellion in the United States from the beginning of the African slave trade to the contemporary Black Lives Matter Movement moment. Students develop a nuanced understanding of how Black insurgents have understood the power relations of the world, and their critiques of both the U.S. government and popular social movements.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Bedecarre, Kate
Instructor Permission Required: No

SOC 312 Populism in the Age of Globalization

Populist movements and parties have gained power and prominence in recent years. Often defying traditional left-right distinctions, they have in many cases adopted anti-globalization, nationalist or nativist, and anti-elitist positions. They have enjoyed electoral and other successes in Europe, Latin America, North America, Asia, and Africa. This seminar examines the causes of their rise, nature of their rhetoric and policies, and profound impact on cultural, political, economic, and other social processes and dynamics. Prerequisite(s): EUS 101 or one course in politics or sociology.

Modes of Inquiry: None
Writing Credit: [W2]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): EUS 312
Instructor: Duina, Francesco
Instructor Permission Required: No

SOC 314 European Integration: Politics, Society, and Geography

The European Union (E.U.) represents one of the most remarkable achievements of the contemporary world. This seminar first reviews the history and structure of the E.U. It then examines a series of topics related to the political, social, and geographical dimensions of European integration. These topics include the drivers of integration, the transformation of domestic policies and institutions, the demands of E.U. law, the rise of a European identity, the consequences of expansion in Eastern and Central Europe, the salience of regions, and the E.U. on the international scene. Comparisons with other trade blocs conclude the seminar. Students are exposed to numerous theoretical tools and methodologies, including institutionalism, rational choice theory,

intergovernmentalism, and comparative methods. Prerequisite(s): one course in sociology or politics, or EUS 101.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): EUS 314

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC 321 Black Immigrant Narratives

Black immigrants occupy a liminal space on the race-ethnicity spectrum. This seminar interrogates this peculiar dilemma by drawing on the cases of Afro-Caribbean, Afro-Latinx, and African immigrants to the United States. Students explore how first- and second-generation immigrants construct their identity and define their relationship to blackness. They examine the role of ethnic conflict, cultural performativity, nationality, political and class ideologies, transnationalism, and citizenship status on immigrants' everyday lives. Prerequisite(s): SOC 204 or 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Medford, Marcelle

Instructor Permission Required: No

SOC 323 Social Spaces, Places, and Geographic Information Systems (GIS)

This course explores the social relationships people have to the physical world. Our physical environment influences our interactions, wellbeing, and life outcomes. The first half of this course focuses on the theories behind space and place. Students distinguish between these similar concepts while exploring the impact they may have on an individual. Next, students are introduced to sociological literature that demonstrates the impact that physical places can have on individual outcomes. This section of the course examines neighborhood characteristics, zoning, transit, public investment, and social infrastructure. The second half of the course introduces students to basic geographic information system (GIS) techniques using R to map physical locations.

Modes of Inquiry: [HS], [QF]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Reshetnikov, Aleksey

Instructor Permission Required: No

SOC 330 Sociology of Health Professions

This seminar draws on theoretical perspectives and research methodologies employed by two major subfields of sociology, the sociology of work and medical sociology. Health professionals in the United States work in rapidly changing technological, political, economic, and demographic environments. Students explore these and other issues facing health professionals, such as job satisfaction, stress, and efforts to balance work and family. They examine a wide range of health occupations, including (but not limited to) physicians, nurses, dentists, allied health professionals, and practitioners of complementary medicine. Students draw on a diverse range of theoretical frameworks and both qualitative and quantitative research methods employed in the study of health professions. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

SOC 340 Work, Policy, and Social Inclusion

This seminar explores debates in the research and policy literature on poverty and intersecting inequalities, particularly in the United States. Topics include policy related to housing, health, education, and food access; care work; and the integration of work and family. These topics are addressed with attention to social inclusion and exclusion on the basis of systemic inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to poverty policy. Prerequisite(s): AFR/AMST/GSS 250 or SOC 205 or SOC 250 or GSS/SOC 270.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C037, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): GSS 340

Instructor: Kane, Emily

Instructor Permission Required: No

GSSO 346 Knowledge, Action, and Social Change

This seminar explores the politics of knowledge and the potential role of research in advancing social justice and social change. Students consider competing perspectives on the public relevance of academic research, including debates within sociology and feminist studies. With those debates as context, students conduct publicly-engaged work through community-based research projects on issues related to social inequality. Prerequisite(s): INDS 250 or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C062, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Kane, Emily
Instructor Permission Required: No

SOC 350 Race, Crime, and Punishment in America

This seminar examines how race and crime-as well as race and punishment-are intertwined from historical and contemporary perspectives. Students consider crime and deviance from an empirical and theoretical view as well as patterns of punishment that disproportionately affect various racial and ethnic groups. Students seek to understand how the present is informed by the past, and they contribute to the scholarly conversation with individual research projects. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C013, C037, C041, C064
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rocque, Mike
Instructor Permission Required: No

SOC 351 Crime and Justice over the Life Course

In this seminar, students examine crime and deviance over the life of individuals, how behavior changes, and the role of social institutions and relationships in affecting life outcomes. Why and how do people begin engaging in crime and deviance? Why do some people engage at high rates while others only dabble in minor crime? How and why do people eventually stop engaging in crime altogether? Students select a particular issue early in the semester to study in detail, resulting in an empirical or analytical project. The goal is not only to fully understand life-course criminology research, but also to advance this work in new and innovative ways. Prerequisite(s): SOC 204 and 205. Recommended background: SOC 101.

Modes of Inquiry: [HS]
Writing Credit: [W2]
GEC(s): C013, C064
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Rocque, Mike
Instructor Permission Required: No

SOC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

PYSO 371 Prejudice and Stereotyping

Two issues that have long held the interest of social psychologists and that are of great social importance are prejudice and stereotyping. This course explores traditional and contemporary social psychological research on unconscious and covert forms of prejudice as well as cognitive and emotional functions served by stereotyping. The course concludes with an examination of the challenges to prejudice reduction and stereotype change. Prerequisite(s): PSYC 218.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013, C041

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Sargent, Michael

Instructor Permission Required: No

SOC 373 Racism: A Multilevel Approach

Students in this course engage with psychological research relevant to race relations, reviewing, evaluating, and applying both classic work (such as social identity theory) and contemporary work (such as implicit bias research). After studying the limitations of intrapsychic and interpersonal approaches, students also consider the roles that institutions and policies play in maintaining racial hierarchies. Throughout the course, students aim to remain grounded in historical context and, consistent with an intersectional approach, they also remain cognizant of the ways that race's impact is also influenced by other category memberships, such as gender and class. Prerequisite(s): PSYC 218 or SOC 206.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C013, C041

Department/Program Attribute(s): (Psychology: IDEA)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): PSYC 373

Instructor: Sargent, Michael

Instructor Permission Required: No

SOC 380 Education, Reform, and Politics

The United States has experienced more than three centuries of growth and change in the organization of public education. This course examines 1) contemporary reform issues and political processes in relation to school, research, legal, policymaking, and student/family constituencies and 2) how educational policy is formulated and implemented. The study of these areas emphasizes public K-12 education but includes postsecondary education. Examples of specific educational policy arenas include school choice (e.g., charter

schools, magnet schools, and vouchers), school funding, standards and accountability, and college access. A thirty-hour field experience is required. Prerequisite(s): EDUC 231.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): C030, C091

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): EDUC 280, EDUC 380, SOC 280

Instructor: Tieken, Mara

Instructor Permission Required: No

EUSO 395G Comparative Sociology

Comparative sociology studies social institutions, economic systems, political systems, cultures and norms, legal systems, public policy, social change, and behavior in two or more settings. Comparisons can be qualitative or quantitative in nature and are usually driven by a desire to test theories or hypotheses. Topics of study may include the impact of globalization on nation-states, social movements, war and violence, place and cultural specificity, postcolonial dynamics, urbanization, immigration, and regional integration. The seminar introduces students to comparative sociology through an examination of recent exemplary works and the completion of individual projects related to each student's interests. Prerequisite(s): one course in sociology or politics.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC 395H Social Inequality and Public Policy

How are social inequalities in the United States both reduced and exacerbated by public programming, ranging from health care initiatives to work-family policies? This seminar explores public policies that affect diverse facets of social life, including marriage and family, education, health care, and work. Emphasis is placed on how such macrolevel forces shape individual lives, and particularly how policy intersects with inequalities based on race/ethnicity, class, gender, age, and sexual orientation. Students conduct individual research, drawing on a diverse range of theoretical frameworks and both qualitative and quantitative research methods. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

GSSO 395I Work, Family, and Social Inclusion

This seminar explores debates in the research and policy literatures on work, family, and social inequality, particularly in the United States. Topics include family policy, poverty, reproduction, partnerships, parenting, and the integration of work and family. All of these topics are addressed with attention to social inclusion and exclusion on the basis of intersecting social inequalities, including race, class, gender, sexuality, and nation, as well as critical analysis of neoliberal approaches to work and family. Prerequisite(s): INDS 250 or SOC 205.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C008, C037

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

SOC 395M Race, Crime, and Punishment in America

This seminar examines how race and crime as well as race and punishment are intertwined from historical and contemporary perspectives. Students consider crime and deviance from an empirical and theoretical view as well as patterns of punishment that disproportionately affect various racial and ethnic groups. Students seek to understand how the present is informed by the past, and they contribute to the scholarly conversation with individual research projects. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): C013, C037, C041, C064

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores

Cross-listed Course(s): None

Instructor: Rocque, Mike

Instructor Permission Required: No

AFSO 395N Immigrant Racialization

The racialization of immigrants is intimately tied to the construction of race for all groups in U.S. society. In this seminar students engage the intersecting literatures of race, ethnicity, and immigration to explore implicit and explicit discussions of racial hierarchies, and how immigrants fit into and challenge existing accounts of assimilation and incorporation. They deconstruct the racialization of citizenship status with particular attention to how blackness is integral to the immigrant racialization project. Prerequisite(s): INDS 250 or SOC 205. Recommended background: SOC 204.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C041

Department/Program Attribute(s): (Africana: Diaspora)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Medford, Marcelle

Instructor Permission Required: No

SOC 405 Senior Capstone in Sociology

Sociology examines the causes and consequences of social behavior, providing the tools to understand the relationships between individual lives and larger social structures and inequalities. This course is a capstone reflection on the discipline of sociology and the application of the sociological imagination to understanding the world. This intensive culminating experience synthesizes and integrates materials from prior sociology courses as well as exposes students to current controversies in the discipline. Discussions focus on core sociological concepts, theories, and methods, applying them to different substantive areas in the field.

Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

SOC 457 Senior Thesis

Individual and group conferences in connection with the writing of the senior thesis. Students register for SOC 457 in the fall semester. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

SOC 458 Senior Thesis

Individual and group conferences in connection with the writing of the senior thesis. Students register for SOC 458 in the winter semester. Prerequisite(s): SOC 204 and 205.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

SOC S14 Family Stories: A Sociological Perspective

This course examines the family as a social institution and personal family stories, with attention to structural inequalities and their intersections with individual lives. Course materials include sociological memoir, qualitative research on family experiences, engagement with local initiatives related to families in Lewiston-Auburn, and a range of story-telling media like documentaries, podcasts, and other creative work. Students explore these topics and materials in the context of dynamics of privilege, exclusion, and marginalization, including systemic racism, capitalism, and inequalities of gender, sexuality, (dis)ability, nationality, and citizenship. Throughout the course, students also construct sociological analyses of their own families, with a variety of options for creating final products that document those individual family stories.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: No

SOC S15 Sociology of Sex

Sex is a sociological conundrum. It is deeply culturally scripted but also inescapably embodied and individual. Sex can be the perfect win-win proposition, providing gratuitous pleasure and social bonding. Yet sex can also be a disaster, bringing unwanted physical consequences and the most profound humiliation. This course explores a wide variety of work on sex from sociology and neighboring disciplines, including contemporary biological and psychological knowledge about human sex. The goal is a thoroughgoing and humane rethinking of taken-for-granted perspectives on this delightful and disturbing aspect of human experience.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C065

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Moodie, Ben

Instructor Permission Required: No

SOC S21 Art and Sociology

This course utilizes art (literature, visuals, sound, etc.) to teach concepts of sociology. While seemingly disconnected, art reflects society and in turn, sociology. The first portion of this course will focus on the sociological theories of the production, consumption, and proliferation of art. Some of the questions we will answer include: why does a subjective product sell for millions, how do we determine when art is obscene, and what purpose does art serve?

Students will be tasked with establishing sociological connections to art. Issues such as inequality can be seen in paintings, songs, films, and any other artistic medium. Art does not occur in a vacuum, and students will unpack that relationship in full.

The final portion of this class will task students with developing their own artistic work that demonstrates sociological importance. Students are not expected to demonstrate technical skills, but instead to connect course concepts to the practice of making art. Prerequisite(s): SOC 101, 103, or 104.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Reshetnikov, Aleksey

Instructor Permission Required: No

SOC S25 Consciousness in Sociology Theory

The concept of "consciousness" appears in the works of all major classical sociological figures. Curiously, to date, no systematic effort exists that provides a comparative assessment of its use. This course focuses on five foundational theorists-Marx, Durkheim, Weber, Mead, and Du Bois-and considers the extent to which human consciousness is central to their theories, the proposed "objects" of such consciousness, the existence of both individual and shared consciousnesses, and whether those consciousnesses exist in conflict or harmony with each other. The analysis will improve students' understanding of classical sociological thought. A consideration of consciousness in contemporary theories also informs the course. The course focuses mostly on textual analysis, but students are also expected to carry out investigations outside the classroom and around campus.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Duina, Francesco

Instructor Permission Required: No

SOC S26 Life Course and Aging

This course explores the aging experience, focusing on early adulthood, middle age, and late life. Students are introduced to the social forces shaping the aging experience, paying particular attention to how race and ethnicity, gender, and social class influence the life course. Topics include key transitions in the life course produced by the intersection of individual lives with institutions such as family, health care, and the workplace. The course applies the theoretical perspectives and methodological techniques of life-course sociology to an exploration of life trajectories and the meanings of age.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C091

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: No

SOC S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

SOC S51A Rethinking Research Methods for Sociology

In this Short Term Innovative Pedagogy course students help design refinements to the required research methods course in sociology. Topics for particular focus include community building within the major, inclusive pedagogy, antiracism in social science methods, balancing low-stakes assignments with graded work, and ways to broaden the range of sociological topics considered in the course. Students also explore and recommend more engaging approaches to development of key skills like literature review, research design, and supporting an argument with evidence, all with attention to ensuring the course provides the foundation sociology majors need to understand sociological studies and to pursue their own research in the senior thesis. This exploration includes interviews with department faculty, informal surveys or focus groups with current students and recent alumni, and engagement with literature on pedagogy and curriculum.

Prerequisite: SOC205

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kane, Emily

Instructor Permission Required: Yes

SOC S51C Innovative Pedagogy: Designing a Sociology of Loss

In this Short Term Unit, students will design a course on the Sociology of Loss that will be taught the following academic year. Students will compile materials, select course topics, generate ideas for class sessions, and create assignments. Recommended Background: coursework in sociology.

Modes of Inquiry: [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Taylor, Heidi

Instructor Permission Required: Yes

Theater and Dance

Professor Dilley; Associate Professors Dugan and McDowell; Assistant Professors Evans, Huang, and Koepke; Senior Lecturers Reidy and Vecsey (chair); Visiting Lecturers Kimball and Moriarty

Theater

Theater at Bates invites students to develop existing abilities and enthusiasms and to discover new ones. Studying theater means making connections. There are many parts to assemble and explore: acting, directing, design, stage management, dramaturgy, playwriting, technical skill, dramatic literature, theater history and performance studies. Because theater is an art that spans millennia and is practiced all over the world, connections must be made with and between multiple cultures and traditions. To make things by making connections is to learn about *process*, self-discipline, collaboration, and critical thinking. To that end, the curriculum strikes a balance among artistic training, technical skills, and the study of theater literature, history and theory. Majors are prepared for graduate work in the humanities, for further professional training, or for initial steps toward a career in the field.

In conjunction with academic work, the department annually produces on average about ten performance events (plays, dance concerts, devised work, showcases and more) in its three theaters. These involve large numbers of students, both majors and nonmajors. The department invites all members of the community to join in the creation of these events.

More information on the theater curriculum is available on the [Theater website](#).

Dance

The Department of Theater and Dance offers a major and a minor in dance. Integrating both theory and practice within the framework of a liberal arts education, the curriculum develops an understanding of art and culture and the positionality of individuals through the lens of dance. With a variety of performing, choreographic, contextual, and individualized study opportunities, the dance program nurtures artistic independence, interdisciplinarity, and above all, a strong supportive community.

More information on the dance curriculum is available on the [Dance website](#).

Theater Major Requirements

The theater major comprises two tracks:

Track A: Theater Studies/Dramaturgy

The Theater Studies/Dramaturgy track synthesizes the study of the history, theory, and practice of theater, and requires a minimum of ten courses, including a written thesis.

1. Introduction Courses

Complete at least two of the following courses:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies
- THEA 201 Contemporary African and Caribbean Theater
- THEA 223 Introduction to Dramaturgy

- THEA 254 Black Theater and Performance in America

2. Studio Courses

Complete at least one course from the following:

- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- DANC 151 Making Dance
- THEA 240 Playwriting
- THEA 242 Screenwriting
- THEA 250 Directing

3. Electives

Complete at least six courses from the following:

- THEA130 - Introduction to Design
- THEA132 - Theater Technology
- DANC151 - Making Dance
- THEA201 - Contemporary African and Caribbean Theater
- ENG213 - Shakespeare
- ENG214 - Shakespeare and Early Modern Racialization
- ENG239 - Shakespeare's Queens
- THEA240 - Playwriting
- THEA242 - Screenwriting
- THEA250 - Directing
- AFR252 - Contemporary Issues in Dance
- ENG296 - Methods and Modes of Literary Study
- FYS437 - Arts in Performance
- FYS447 - Holocaust on Stage
- FYS487 - Politics and Performance on Stage and Screen
- JPNS29 - Performing Fukushima: Theater and Film
- THEAS33 - Central European Theater and Politics

4. Senior Thesis

Complete at least one course from the following:

- THEA 457 Senior Thesis
- THEA 458 Senior Thesis

Students in this track undertake a substantial thesis, with the topic subject to departmental approval.

Track B: Theater Makers: Acting, Design, Directing, Dramaturgy, Playwriting Stage Management, Technical Theater

The Theater Makers track focuses on the study and process of creating live theater and requires a minimum of 11 courses, including a production/performance thesis.

Core courses and the core elective must be taken by the end of the junior year.

1. Studio/Introduction

Complete the following courses:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies
- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 261 Introduction to Acting

Must be taken by the end of the third year.

2. Core Elective

Complete at least one course from the following:

- AFR252 - Contemporary Issues in Dance
- ENG131 - Tragedy and the Drama of Voice
- THEA214 - Twenty-First-Century Dramatic Literature
- THEA223 - Dramaturgy: An Introduction
- ENG239 - Shakespeare's Queens
- THEA254 - Black Theater and Performance in America
- FYS437 - Arts in Performance
- FYS447 - Holocaust on Stage
- FYS555 - The Literary Remix
- FYS556 - Embodying Activism: Performing a Lived Definition
- FYS558 - From Page to Stage: How Theatre Artists use Texts to Create Visible Worlds
- THEAS20 - Telling the Truth: Documentary Theater Theory and Practice
- THEAS33 - Central European Theater and Politics

With prior approval from the advisor, a professional internship may substitute for this elective.

Must be taken by the end of the third year.

3. Area of Focus

At least five additional courses based on a specific area of focus and from among the courses listed.

Where applicable, students should complete courses sequentially. They should consult with their major advisor before registering for additional electives.

Each Area of Focus requires two 0.5 credit courses in THEA 290 Practicum. Students perform major roles in departmental productions and earn 0.5 credits as a: Performer (THEA 290A); Stage Manager, Associate Stage Manager, or Technician (THEA 290B); or Assistant Designer, Dramaturg, or Assistant Director (THEA 290C).

Complete all requirements for at least 1 focus below:

a. Acting Focus

Defined Courses (3 credits)

Complete all of the following courses:

- THEA 202/DANC 202 Devising Performance
- THEA 263 Introduction to Voice and Speech
- THEA 362 Advanced Acting

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290A
- 0.5 additional credits in THEA 290A, 290B, or 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

b. Design Focus

Defined Course (1 credit)

Complete at least one course from the following:

- THEA 231 Scene Design
- THEA 232 Lighting Design
- THEA 233 Costume Design

Define Course (1 credit)

Complete at least one course from the following:

- THEA 235 Fashion: A Survey of Western Culture
- THEA 236 Pattern Drafting and Draping
- THEA 295 Stage Management for the Performing Arts
- THEA S27 Scenic Painting

Independent Study in Design (1 credit)

Complete the following course:

- THEA 360 Independent Study

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Art and Visual Culture electives chosen in consultation with the major advisor.

c. Directing Focus

Defined Courses (3 credits)

Complete the following courses:

- DANC 202/THEA 202 Devising Performance
- THEA 250 Introduction to Directing
- THEA 350 Advanced Directing

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290A or 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

d. Dramaturgy Focus

Define Courses (3 credits)

Complete the following courses:

- THEA 223 Introduction to Dramaturgy
- THEA 250 Introduction to Directing
- One 300-level or higher Theater course in Advanced Theory or Literature

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

e. Playwriting Focus

Define Courses (3 credits)

Complete the following courses:

- THEA 223 Introduction to Dramaturgy
- THEA 240 Introduction to Playwriting
- THEA 339 Advanced Playwriting

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290A or 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

f. Stage Management Focus

Defined Courses (3 credits)

Complete the following courses:

- DANC 202/THEA 202 Devising Performance
- THEA 263 Introduction to Voice and Speech
- THEA 295 Stage Management for the Performing Arts

THEA 290 Practicum (1 credit)

Complete the following:

- Two 0.5 credits in THEA 290B

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

g. Technical Theater Focus
Defined Courses (1 credit)

Complete at least one course from the following:

- THEA 231 Scene Design
- THEA 232 Lighting Design
- THEA 233 Costume Design

Defined Courses (2 credits)

Complete the following courses:

- PHYS 106 Energy and Environment
- THEA 295 Stage Management for the Performing Arts

THEA 290 Practicum (1 credit)

Complete the following:

- 0.5 credits in THEA 290B
- 0.5 credits in THEA 290C

Students must also complete one full credit of Theater or Dance electives chosen in consultation with the major advisor.

4. Senior Thesis

Complete at least one course from the following:

- THEA 457 Senior Thesis
- THEA 458 Senior Thesis

THEA 457/458 (Senior Thesis). All production/performance thesis projects are subject to departmental discretion. To be eligible for a production/performance thesis, students must have completed at least eight of the ten required courses, including the requirements above specific to the particular focus of study (e.g., Acting, Design, Directing, Dramaturgy, Playwriting, Stage Management, Technical Theater). Topics for a production/performance thesis should involve a substantial artistic project in acting, design, directing, dramaturgy, stage management, playwriting or technical theater. The thesis features a written component or a portfolio/website examining the theoretical basis and the process/product of the research. Projects are always subject to departmental approval and resources. Students who are solely a Theater major must complete a written component.

Pass/Fail Policy

Pass/Fail grading may be applied to one course in the major.

Theater Minor Requirements

The minor in Theater consists of six courses:

1. Core Course

Complete the following course:

- AMST 105/DANC 105/THEA 105 Introduction to Performance Studies

2. Studio Courses

Complete two to four courses from the following:

- DANC 151. Making Dance.
- THEA 130. Introduction to Design.
- THEA 132. Theater Technology.
- THEA 231. Scene Design.
- THEA 232. Lighting Design.
- THEA 233. Costume Design.
- THEA 240. Beginning Playwriting.
- EN/TH 242. Screenwriting.
- THEA 261. Beginning Acting.
- DANC 262. Embodying Activism: Performing a Living Definition.
- THEA 263. Voice and Speech.
- THEA 295. Stage Management for the Performing Arts.
- THEA 350. Advanced Directing.
- THEA 361. Advanced Acting.
- THEA s26. Theater Production Workshop I.

3. Theoretical Courses

Complete two to four courses from the following:

- ENG 131. Tragedy and the Drama of Voice.
- EN/TH 201. Contemporary African and Caribbean Theater.
- THEA 223: Dramaturgy: An Introduction.
- ENG 239. Shakespeare's Queens.
- FYS 437. Arts in Performance.
- FYS 447. Holocaust on Stage.
- FYS 487. Politics and Performance on Stage and Screen.
- FYS 485. Contemporary Comedy.
- JPN s29. Performing Fukushima: Theater and Film.
- THEA s33. Central European Theater and Film.

Pass/Fail Policy

Pass/Fail grading may be applied to one course in the minor.

Other Considerations

In conjunction with academic work, the department annually produces more than a dozen plays, dance concerts, and other performance events in its three theaters. These involve large numbers of students, both majors and non-majors. The department invites all members of the community to join in the creation of these events.

Dance Major Requirements

The Dance major consists of 12 credits.

1. Creative Process – Written Thesis

Complete at least two courses from the following:

- DANC151 - Making Dance
- DANC251 - Making Dance II
- DANC253 - Dance Repertory
- DANC351 - Composition Seminar
- DANCS29 - Tour, Teach, Perform

2. Creative Process – Choreography or Performance Thesis

Complete at least three courses from the following:

- DANC151 - Making Dance
- DANC251 - Making Dance II
- DANC253 - Dance Repertory
- DANC351 - Composition Seminar
- DANCS29 - Tour, Teach, Perform

Students undertaking a choreographic thesis complete at least three courses from the list, one of which must be DANC 351 or the equivalent, completed before the thesis is begun.

Students engaging in a performance thesis complete at least three courses from this list including DANC 253, taken twice.

3. Cultural Context

Complete at least two courses from the following:

- AFR 305/AMST 305 Art, Power, Politics
- DANC 250/HIST 253 Dance Histories of the United States
- DANC 252/AFR 252 Contemporary Issues in Dance
- FYS 437 Arts in Performance
- THEA 306 Prison, Abolition, and the Arts

Note: The following courses can be used to fulfill either 1) Creative Process or 2) Cultural Context:

- DANC 202 Devising Performance
- DANC 262/AMST 262 Embodying Activism: Performing a Living Definition

And GSTH 116 and INDS 342.

4. Physical Practice

Complete at least three credits in Dance Technique.

Credits must include at least three different forms (e.g., DANC 240; DANC 270: modern, jazz, ballet, improvisation, hip hop, flamenco, partnering, pilates, etc.)

5. Production and Design

Complete at least one course from the following:

- THEA 130 Introduction to Design
- THEA 132 Theater Technology
- THEA 232 Lighting Design
- THEA 233 Costume Design
- THEA 236 Pattern Drafting and Draping
- THEA 295 Stage Management for the Performing Arts

THEA 232 is recommended

6. Arts Elective

Complete one to three additional credits in dance, theater, music, art and visual culture, or EDUC 265 Teaching through the Arts.

7. Bates Dance Festival

Participate in at least one Bates Dance Festival (DANC 300), a three-week residential dance immersion that takes place during the summer. Students are encouraged to participate more than once.

DANC 300 is optional for students undertaking a capstone portfolio.

8. Performance Participation

Performance participation in a minimum of four faculty, guest artist, or thesis dance pieces at the college or at the Bates Dance Festival. DANC 253 also satisfies this requirement. Students should consult with their advisor to confirm the completion of this requirement.

9. Thesis Capstone

a) Capstone portfolio (no [W3] course credit) b) Written thesis c) Performance thesis d) Choreographic thesis

Courses Taken Outside of Bates

Dance majors who intend to study abroad should consult with their advisor well in advance of their junior year.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the major.

Dance Minor Requirements

The Dance minor consists of six credits

1. Creative Process

Complete at least two courses from the following:

- DANC 151 Making Dances
- DANC 251 Making Dances II
- DANC 253 Dance Repertory
- DANC 351 Composition Seminar
- DN/ED S29 Tour, Teach, Perform
- THEA 261 Beginning Acting

2. Cultural Context

Complete at least one course from the following:

- DN/TH 105. Introduction to Performance Studies.
- DANC 250. Dance History.
- AF/DN 252. Contemporary Issues in Dance.
- AF/TH 254. Black Theater and Performance in America.
- FYS 437. Arts in Performance.
- INDS 305. Art, Culture, and Politics.
- INDS 342. Performance, Narrative, and the Body.

Note: the following courses can be used to fulfill either 1) Creative Process or 2) Cultural Context:

- DN/TH 202 Devising Performance
- DANC 262 Embodying Activism: Performing a Living Definition

3. Physical Practice

Complete at least two credits in Dance Technique.

Credits must include at least two different forms (e.g., DANC 240; DANC 270: modern, jazz, ballet, improvisation, hip hop, flamenco, partnering, pilates, etc.)

4. Arts Elective

Complete at least one course from the following:

- Any Arts and Visual Culture course
- Any Dance course
- Any Theater course
- EDUC 265 Teaching through the Arts

Participation in DANC 300 Bates Dance Festival is strongly recommended.

5. Performance Participation

Participate in a minimum of two faculty, guest artist, or thesis dance pieces at the college or at the Bates Dance Festival. DANC 253 also satisfies this requirement. Students should consult with their advisor to confirm the completion of this requirement.

Pass/Fail Policy

The use of the Pass/Fail option is restricted to one course within the minor.

Course Offerings

DANC 105 Introduction to Performance Studies

In this course students explore the question "what is performance?" and how this informs their understanding of an increasingly mediated and globalized world. They examine the broad spectrum of performance in its many forms including theater, dance, visual art, performance art, everyday life, folklore, rituals and celebrations, and protests as well as the processes of each. Students apply readings on performance theory to performance events and sites on campus and beyond. In addition, they engage in an in-depth exploration of both global and intercultural performances and the growing international importance of this field.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 105

Instructor: Huang, Amy

Instructor Permission Required: No

DANC 151 Making Dance

Students develop skills in inventing and structuring movement by creating solo and group studies. Reading, writing, and viewing assignments inform creative activities.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C011, C012, C023, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

DANC 202 Devising Performance

Devising is a contemporary performance-making practice that declines the traditional single author/choreographer/director/script model of theater in favor of a collaborative approach to generating themes, content, forms, and aesthetics for creating performance. In this hybrid course students learn about devising practices, theories, and politics through the exploration of how performance companies work in this generative space, and explore devising techniques to practice these methodologies in action.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): THEA 202

Instructor: Huang, Amy

Instructor Permission Required: No

DANC 250 Dance Histories of the United States

Dance History invites students into creative and critical engagement with history and historiography by examining dance and performance topics and theories. This course encourages students to research aesthetic and conceptual lineage and influence in concert and commercial dance forms in the United States by considering contemporary and historic choreographies and dance artists. In researching various histories of modern, jazz, street styles, ballet, and indigenous forms, students will gain insight into a multitude of embodied expressions in africanist, europeanist, and indigenous traditions. Students will be asked to engage their curiosity and question the role that dance history plays in developing collective and individual creativity and ingenuity, as well as in resisting and/or reifying notions of power, hierarchy, and privilege in contemporary societies. Course content will include regular reading, writing, personal reflection, viewing assignments, and presentations.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C041, C061

Department/Program Attribute(s): (History: Modern)(History: United States)

Class Restriction: None

Cross-listed Course(s): HIST 253

Instructor: Koepke, Tristan

Instructor Permission Required: No

DANC 251 Making Dance II

An exploration of the craft and the art of making dance performance from human gesture. Readings, critical analysis, and informal showings support the complex process of creating a finished movement-based piece for public performance by the end of the semester. The course culminates in a Studio Concert presented in Plavin Studio 1 at the end of the semester. Prerequisite(s): DANC 151, 253, 270I, DN/TH 202, or significant Choreography for Bates performance clubs.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012, C023, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

DANC 252 Contemporary Issues in Dance

This course focuses on current dance works and some of the issues that inform contemporary dance practices. Discussions include the ways in which choreographers, performers, and societies confront matters of political climate, cultural diversity, entertainment, globalization, and the politicized human body in dance.v

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C009, C041, C055, C061

Department/Program Attribute(s): None

Class Restriction: None
Cross-listed Course(s): AFR 252, THEA 252
Instructor: Koepke, Tristan
Instructor Permission Required: No

DANC 253 Dance Repertory

Students experience a variety of approaches to making and performing dance through intensive choreographic residencies with professional guest choreographers, all artists-in-residence at the Bates Dance Festival. The course culminates in the Marcy Plavin Dance Concert at the end of the semester. Recommended background: previous dance experience. This course may be repeated for credit. Co-requisite(s): DANC 270D.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Koepke, Tristan
Instructor Permission Required: Yes

DANC 262 Embodying Activism: Performing a Living Definition

A lecture and studio practice course intended to generate a living definition of embodying activism to be performatively personified. Through a series of social justice lensings, student artists determine for themselves what they consider activist and how they would engage that distinction throughout their creative process.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Evans, Brian
Instructor Permission Required: No

DANC 270A Studio: Modern I

In this mixed-level modern technique course, students address problems of performance, practice, style, and form in order to build strong technique and enhanced artistry and understanding. No prior dance experience required. Open to first-year students.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C023, C027
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: James, Allie

Instructor Permission Required: No

DANC 270B Studio: Ballet I

In this beginner-level ballet technique course, students explore the traditional practice, style, vocabulary and form of classical ballet. No prior dance experience required. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C027

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Ganteaume-Richards, Rachel

Instructor Permission Required: No

DANC 270C Studio: Modern Partnering

Contemporary partnering skills, including contact improvisation skills, weight sharing, spatial and physical relationships, and personal responsibility, are combined with modern dance technique. Recommended background: previous dance experience. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C012, C023

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

DANC 270D Studio: Repertory Styles

This course focuses on contemporary techniques, clarity of intention, and general performance skills, in order to maintain a strong technique and develop one's personal contribution to ensemble dancing. Recommended background: intermediate experience in dance and some contemporary modern training.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Koepke, Tristan

Instructor Permission Required: Yes

DANC 270E Studio: Jazz I

In this mixed-level technique course, students address jazz dance performance, practice, style, and form in order to build strong technique as well as to enhance artistry and understanding. Recommended background: experience in dance. Open to first-year students.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C027
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Marchessault, Kate
Instructor Permission Required: No

DANC 270F Studio: Advanced Jazz, Musical Theater

This jazz technique course explores a variety of approaches to creating dance repertory in a jazz style. It is for advanced dancers and leads to performance at the end of the semester. The instructor approves enrollment based on the level of experience of the student.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dilley, Carol; Marchessault, Kate; TBA, Staff
Instructor Permission Required: No

DANC 270G Studio: Dance Ensemble, Intermediate

This intermediate-level course focuses on modern technique, clarity of intention, and general performance skills, in order to maintain a strong technique and develop one's personal contribution to ensemble dancing. Recommended background: intermediate experience in dance and some modern training.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C023
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Koepke, Tristan
Instructor Permission Required: No

DANC 270H Studio: Ballet II

In this intermediate-level ballet course, students strengthen their technique and enhance their artistry through the practice of classical ballet. This level is appropriate for returning beginner and/or intermediate dancers who are already at ease with the ballet vocabulary. Recommended background: DANC 270B.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Dilley, Carol; Ganteaume-Richards, Rachel; TBA, Staff

Instructor Permission Required: No

DANC 270I Studio: Improvisation

Students explore improvisational dance skills essential to any style of dance through the use of body weight, momentum, and physical contact. Some familiarity with any form of dance is helpful. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C012, C023

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Evans, Brian

Instructor Permission Required: No

DANC 270K Studio: Hip Hop

In this mixed-level technique course, students address hip-hop dance performance, practice, style, and form in order to build strong technique as well as to enhance artistry and understanding. Recommended background: some experience in dance. Open to first-year students.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C023

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: James, Allie

Instructor Permission Required: No

DANC 270N Studio: Ballet III

In this advanced-level ballet course, students strengthen their technique and enhance their artistry through the practice of classical ballet. This level is appropriate for the intermediate-advanced dancer who has prior training in classical ballet at the intermediate-advanced level.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C012, C023

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dilley, Carol; Ganteaume-Richards, Rachel; TBA, Staff

Instructor Permission Required: Yes

DANC 270P Studio: Flamenco

In this beginner-level Flamenco dance course, students explore the traditional practice, style, vocabulary, and form of Flamenco. No prior dance experience is required. Open to first-year students.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C023
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Bourassa, Lindsey
Instructor Permission Required: No

DANC 270Q Studio: West African Dance of Guinea

Together, master drummer and djembe artist Sayon Camara, and devoted dance artist Marita Kennedy-Castro, bring to this class live rhythms and dances that celebrate the cycles of life and nature, and are the heartbeat of Guinean culture. Students will learn foundational movements, contemporary style and choreography, cultural relevance, and the regional and historical context of each rhythm and dance. This traditional art form continues to evolve in present day Guinea and is celebrated around the globe. No prior dance experience is required. Open to first-year students.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C023, C027
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Kennedy-Castro, Marita
Instructor Permission Required: No

DANC 270R Studio: Somatics

This course will explore the principles of sensation-driven learning, the yoga and dance movements to awaken kinesthetic, proprioceptive, and interoceptive awareness. Focus shifts from achieving aesthetically pleasing movement to discovering greater movement efficiency, freedom of expression, self-agency, awareness, and creativity. No prior dance experience is required. Open to first-year students.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C012, C023
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Marchessault, Kate
Instructor Permission Required: No

DANC 270W Studio: Pilates

An introduction to the exercises and principles of classical Pilates. This physical training course uses the Pilates method and complementary conditioning techniques to develop core strength, alignment, and flexibility. This course is designed for physical performers, but useful for bodies of all kinds. One-half credit is earned. Open to first-year students.

Modes of Inquiry: None

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): THEA 270W
Instructor: Vermilion, Robin
Instructor Permission Required: No

DANC 290 Practicum

Working under faculty direction, students perform major roles in departmental productions as a performer (290A); stage manager, associate stage manager, technician (290B); designer, dramaturg, assistant director (290C). May be repeated for credit. One-half credit is earned.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): THEA 290
Instructor: TBA, Staff
Instructor Permission Required: No

DNMU 290J Indonesian Dance Ensemble

Indonesian Dance introduces students Javanese court dance and Acehnese dance traditions. The course begins with the basic movement vocabulary of Central Javanese court dance or Acehnese dance styles, and proceeds to the study of dance repertoire. Focus is on techniques and practice, supplemented with short lectures that will provide the sociocultural, historical, and contemporary contexts. Students in the course will perform with live music provided by the Bates Gamelan Ensemble at the end of the semester concert.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

DANC 300 Bates Dance Festival

For students with previous kinesthetic training who can demonstrate fluency and commitment to their practice, this course provides Bates students with the opportunity to participate in the Bates Dance Festival Professional Training Program. Full participation in this summer program requires 30 weekly hours of technical training across multiple dance disciplines and theoretical practices. Festival courses are taught by leading scholars, artists, and practitioners in their fields. An integral part of this course is attending festival concerts, informal showings, discussions, and video presentations. This course may be repeated for credit.

Modes of Inquiry: [AC], [CP]
Writing Credit: None

GEC(s): C012, C023, C061
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Koepke, Tristan
Instructor Permission Required: Yes

DANC 351 Advanced Composition Seminar

A further investigation of the compositional tools used in creating dance and the continued development of a better understanding of the intention behind the movement. The course emphasizes the personal exploration of creative process, craft, artistic intention, and integrity in dance making. The course culminates in the Fall Dance Concert at the end of the semester to be performed on Schaeffer stage. This course may be repeated for credit. Prerequisite(s): DANC 251, 253, DN/TH 202, or significant Choreography for Bates performance clubs.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C011, C012
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Evans, Brian
Instructor Permission Required: No

DANC 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study per semester.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

DANC 457 Senior Thesis

A substantial dance-related project, usually in the form of choreography, performance, or a written project. Student artists register for DANC 457 in the fall semester. A choreographic thesis is available only to students who have completed the two additional courses in creative process, including DANC 351, DANC 360, or equivalent. Successful completion of this course qualifies as a thesis credit toward the dance major.

Modes of Inquiry: None
Writing Credit: [W3]

GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

DANC 458 Senior Thesis

A substantial dance-related project, usually in the form of choreography. Students register for DANC 458 in the winter semester. A choreographic thesis is available only to students who have completed the two additional courses in creative process, including DANC 351.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

DANC S32 Building a Dance Practice

Students take a daily intermediate modern dance technique class and develop an individual project in an area of dance research such as choreography, improvisation, pedagogy, criticism, theory, or art therapy. Recommended background: at least one college-level dance course or intermediate level of proficiency in any dance form.

Modes of Inquiry: None
Writing Credit: None
GEC(s): C012, C023
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Koepke, Tristan
Instructor Permission Required: No

THEA 101 An introduction to Drama: Theater and Film

An introduction to drama on stage and in motion pictures. Beginning with a discussion of action, plot, and character, the course moves on to consider the elements of theatrical performance acting, directing, and design as well as important plays from the Greeks to the present. These may include works by Sophocles, Shakespeare, Ibsen, Chekhov, Brecht, and Beckett. The course then shifts focus to film, examining the elements of mise-en-scène, cinematography, editing, and sound, and concluding with a study of major films from the silent era to the twenty-first century. These may include works by Chaplin, Wells, Bergman, Hitchcock, Scorsese, and David Lynch.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): C019, C028, C074, C075

Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Andrucki, Martin
Instructor Permission Required: No

THEA 105 Introduction to Performance Studies

In this course students explore the question "what is performance?" and how this informs their understanding of an increasingly mediated and globalized world. They examine the broad spectrum of performance in its many forms including theater, dance, visual art, performance art, everyday life, folklore, rituals and celebrations, and protests as well as the processes of each. Students apply readings on performance theory to performance events and sites on campus and beyond. In addition, they engage in an in-depth exploration of both global and intercultural performances and the growing international importance of this field.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): DANC 105
Instructor: Huang, Amy
Instructor Permission Required: No

GSTH 116 Gender, Politics, Performance

What does it mean to be a feminist? What does it mean to perform femininity and gender fluidity, and express queer, trans, and nonbinary feminisms through art? How can literature and performance describe and shape cultural perceptions of equality, consent, friendship, or love? This course explores the history of feminist thought, political movements, and perspectives on gender through drama, theory, television, and film. Particular attention is paid to how art can resist patriarchy and white supremacy and lead to collective action. Readings and performances include work by Margaret Atwood, Simone De Beauvoir, Alison Bechdel, Alice Birch, Caryl Churchill, Hélène Cixous, Jackie Sibblies Drury, María Irene Fornès, bell hooks, Adrienne Kennedy, Young Jean Lee, Audre Lorde, and Ntozake Shange.

Modes of Inquiry: [AC], [HS]
Writing Credit: None
GEC(s): C009
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Phillips, Elizabeth
Instructor Permission Required: No

THEA 130 Introduction to Design

The creation of theater is a synthesis of text, performance, and visual imagery. This course explores how the visual aspect of theatrical design affects the way an audience perceives, feels, and responds to text and action. Students learn to use line, mass, color, and texture to communicate metaphoric and thematic ideas as they

relate to the overall theatrical experience. They examine how forms of art, architecture, and music use these tools to influence and transform the audience, and build on this foundation to create a design vocabulary for theater. Students discuss how clothing, adornment, and body language influence the way individuals perceive others and present themselves. They learn the fundamentals of collaborative creation, and design scenery and costumes for a classic work of dramatic literature. Required of all majors. No previous art or theater training is required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

THEA 132 Theater Technology

This course provides a look "behind the curtain" to reveal the secrets of theater magic. Students learn the geography of various types of theaters as well as mechanical and electrical systems. They are introduced to the materials and methods for fabricating scenery and rigging, practice the safe use of woodworking tools, experiment with painted scenic finishes, and learn the basics of stage lighting and sound. Many of the skills introduced in this class are transferable to other artistic practices or domestic needs. This is a hands-on course; all students participate in the preparation and presentation of theater department productions.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C005, C006, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Reidy, Michael

Instructor Permission Required: No

THEA 200 The Classical Stage

We still measure theatrical excellence by the achievements of ancient Greece and Rome, Elizabethan England, and seventeenth-century France. This course studies selected plays and works of critical theory from those remarkable times and places. Authors may include Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Plautus, Terence, Horace, Marlowe, Shakespeare, Jonson, Webster, Corneille, Racine, Molière, and the neoclassical theorists of France and Italy. Viewing of filmed scenes from several of the plays on the syllabus reveals the continuing vigor of these classical works in performance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C066

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Andrucki, Martin

Instructor Permission Required: No

ENTH 201 Contemporary African and Caribbean Theater

This course explores the dramatic literature and theater history of the African continent and the islands of the Caribbean from the mid-twentieth century to the present. These two areas of the world connected through the African diaspora have brought forth playwrights who were inspired by a mix of traditional African rituals, the Western European theater tradition, colonial histories, and the various social and political upheavals through which many of them have lived. This course presents a critical, historical, and sociological view of these playwrights and the world that created them. Prerequisite(s): one course in Africana, English, or theater.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): (English: Post-1800)(English: R, E, DL)

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Odle, Clifford

Instructor Permission Required: No

THEA 202 Devising Performance

Devising is a contemporary performance-making practice that declines the traditional single author/choreographer/director/script model of theater in favor of a collaborative approach to generating themes, content, forms, and aesthetics for creating performance. In this hybrid course students learn about devising practices, theories, and politics through the exploration of how performance companies work in this generative space, and explore devising techniques to practice these methodologies in action.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 202

Instructor: Huang, Amy

Instructor Permission Required: No

THEA 214 Twenty-First-Century Dramatic Literature

This course studies forms and innovations in dramatic literature in the twenty-first century. Using plays from various contemporary dramatists, students explore the ways in which technology, politics, identity, and world events have shaped how contemporary playwrights are reinventing or rejecting Western dramatic theory and tradition in the new millennium. Students engage with these texts from the perspectives of performers, critics, dramatists, and audiences. Playwrights may include Caryl Churchill, Suzan-Lori Parks, James Ijames, Branden Jacobs-Jenkins, Lauren Yee, Mashuq Mushtaq Deen, Tarell Alvin McCraney, and Anna Deavere Smith.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

THEA 220 The Modern Stage: Ibsen to the Present

The premiere in 1879 of Henrik Ibsen's incendiary masterpiece, *A Doll's House*, sparked an explosion of creativity in Western theater and drama over the next 125 years. This course studies two dozen of the most important plays staged during that turbulent period. In addition to Ibsen, authors may include Strindberg, Chekhov, Shaw, Pirandello, Brecht, O'Neill, Beckett, Genet, Pinter, and various contemporary playwrights. Students also read critics and theorists who have attempted to make sense of this revolutionary period. Viewings of filmed scenes from several of the plays on the syllabus help to reveal their power in performance.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Andrucki, Martin

Instructor Permission Required: No

THEA 223 Dramaturgy: An Introduction

A dramaturg contributes a wide variety of theatrical knowledge—literary, historical, critical, and practical—to the process of producing a play. The dramaturg's function in a theater company is to ask and answer questions, small and large, about everything from the meaning of a single word in a text, to the meanings of the text as a whole. The dramaturg must also understand the requirements of production such as acting, directing, and design. This class will examine how dramaturgs can synthesize and communicate this knowledge and understanding to the artists producing the play and to the audiences watching it.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Huang, Amy

Instructor Permission Required: No

THEA 231 Scene Design

This course presents in-depth study of the creative and practical tools used by set designers to visually enrich and shape the theatrical experience. Students study a history of theatrical architecture and design, focusing on how they have shaped the uses of stage space and the vocabulary of modern scene design. Classes build on aesthetic fundamentals developed in THEA 130, and examine in greater depth the relationship between set designers and theatrical texts. Practically, students learn fundamentals of theatrical drafting, perspective and scale drawing, and model making. This course is recommended for students with an interest in the visual

and emotional impact of effective scene design on drama and performance. Prerequisite(s): THEA 130, 132, or an individual portfolio review.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012, C029, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: Yes

THEA 232 Lighting and Design

This course provides an introduction to the unique aesthetic and technical decisions a lighting designer must make. Through hands-on experience, students become familiar with the tools and equipment typically used in contemporary stage lighting. Students also are required to serve on a lighting crew for one of the department's productions and design part of the spring dance concert. Prerequisite(s) or corequisite(s): one of the following: THEA 101, 130, or 132.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): C006, C029, C075

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Reidy, Michael

Instructor Permission Required: Yes

THEA 233 Costume Design

In theater, as in life, clothes often "make the man." This course focuses on the myriad aspects of personality, position, and state of mind created and enhanced for stage characters by the art of costume design. Emphasis is placed on analyzing play texts and bringing characters to life. The course builds on aesthetic fundamentals developed in THEA 130, and offers further instruction in costume research, figure drawing, and sketching and painting skills used to present costume design information. This course is recommended for students with an interest in the visual and emotional impact of effective design on drama and performance.

Prerequisite(s): THEA 130 or an individual portfolio review.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C029, C061

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

THEA 235 Fashion: A Survey of Western Culture

The history of dress and human adornment includes political, sexual, economic, and cultural factors, often entwined in subtle or ephemeral ways with the aesthetics of what we consider fashion. This course, which is conducted in a survey format, begins with early Greek culture and continues into the current era, examining not just physical appearance, but these other factors that have driven the myriad changes in the history of dress throughout Western culture.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C027, C055, C083

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

THEA 236 Pattern Drafting and Draping

This course introduces students to the skills of pattern drafting, draping, and fitting garments, as well as some advanced costume construction skills and increased familiarity with the properties of different textiles. The course is structured as a series of lectures, demonstrations, and the completion of several hands-on projects by students. Recommended background: basic sewing skills.

Modes of Inquiry: [CP], [QF]

Writing Credit: None

GEC(s): C006, C027, C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

THEA 238 Race and Ethnicity in Modern and Contemporary American Drama

This course looks at the significant and constitutive role of modern and contemporary American drama in American cultural history. The class will particularly focus on how these plays explore race and ethnicity. We will look at these plays in their cultural contexts, noting how they examine settler colonialism, immigration, and racism, while also working toward preservation, repair, and worldmaking.

Modes of Inquiry: [HS]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

THEA 240 Playwriting

In this course, students will learn how to write plays by...writing plays. The goal is for students to write boldly, quickly, and theatrically, and to begin to understand and manage their creative process. Students will read and discuss contemporary plays written primarily by historically marginalized voices to understand the choices playwrights make about character, setting, plot, and theme. Time will be spent on learning how to give and receive feedback following the Liz Lerman critical response process. Students will turn in new pages of dialogue nearly every week, and over the course of the semester will structure their own revision process, resulting in a written piece of dramatic work. Previous playwriting experience is not required.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Kimball, Callie

Instructor Permission Required: No

ENTH 242 Screenwriting

This course presents the fundamentals of screenwriting: concept, plot, structure, character development, conflict, dialogue, visual storytelling and format. Lectures, writing exercises, and analyses of films such as *The Social Network*, *Chinatown*, and *Rushmore* provide the student with the tools to create a short screenplay. Prerequisite(s): THEA 240.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C019, C075

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Odle, Clifford

Instructor Permission Required: No

THEA 250 Directing

An introduction to the art of directing, with an emphasis on creative and aesthetic problems and their solutions. Students learn the essential processes used by a director and deepen their awareness of contemporary directors and practices. The course offers a basic understanding of fundamental directorial technique: script analysis, staging, collaboration with performers, and approaches to contemporary drama. The course is both theoretical and practical, involving readings, rehearsal observation, theater exercises and directing scenes.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C012

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dugan, Timothy

Instructor Permission Required: No

AFTH 254 Black Theater and Performance in America

In this course students explore a neglected corner of American theater history. Through scholarly texts, plays, and multimedia, students learn about the important contributions African Americans have made in the field of theater and analyze the development of Black performance onstage. They also examine the social and political issues that affected the development of the plays, the theater companies, and the performers involved, and they consider how this work developed under the shadow of white supremacy. Students are expected to develop critical arguments on the various topics covered in the course and develop their own theatrical aesthetic. Prerequisite(s): one course in Africana, English, or theater.

Modes of Inquiry: None

Writing Credit: [W2]

GEC(s): C011

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Odle, Clifford

Instructor Permission Required: No

THEA 261 Introduction to Acting

This experiential course offers an in-depth exploration of the craft of acting. Using several different acting techniques, students undertake exercises to strengthen connection, relaxation, objective, emotional openness, and moment-to-moment availability. The course emphasizes ensemble-building techniques to deepen cooperative skills. Students explore various methodologies and apply them to the preparation of their contemporary scene work.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): C005, C027, C029, C074

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Dugan, Timothy

Instructor Permission Required: No

THEA 262 Performing Musical Theater

This course is a combination of theory and practice, which examines the history of musical theater, from the Golden Age of musicals to today, and emphasizes this American contribution to the social, literary and performing arts, while also introducing students to the process of embodying character while singing. The goal of this course is to help students better appreciate, analyze, and evaluate musical theatre and its performance practices through the use of required reading, videos of live performances as well as discussions of compositional and vocal techniques used for each work studied. The performance aspect of this course will be highlighted with a participation in a live or online final presentation at the end of the semester. No previous stage or singing experience necessary.

Modes of Inquiry: [AC], [CP]

Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): MUS 262
Instructor: Morris, Joelle
Instructor Permission Required: No

THEA 263 Voice and Speech

They examine the nature and working of the human voice. Students explore ways to develop the voice's potential for expressive communication with exercises and the analysis of breathing, vocal relaxation, pitch, resonance, articulation, audibility, dialect, and text performance. Recommended background: one course in acting, performance, or public speaking.

Modes of Inquiry: [CP]
Writing Credit: None
GEC(s): C005, C027, C074, C085
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: Vecsey, Kati
Instructor Permission Required: No

THEA 270W Studio: Pilates

An introduction to the exercises and principles of classical Pilates. This physical training course uses the Pilates method and complementary conditioning techniques to develop core strength, alignment, and flexibility. This course is designed for physical performers, but useful for bodies of all kinds. One-half credit is earned.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): DANC 270W
Instructor: Vermilion, Robin
Instructor Permission Required: No

THEA 287 Chinese Drama and Storytelling

This course provides an introduction to the vibrant traditions of Chinese drama and storytelling. What are the social, historical, and cultural contexts of these traditions? What can stories and plays tell us about the worlds from which they came? While learning to read the texts as literary works, we will also pay attention to their lives in performance. The first half of the course is devoted to dramatic literature of the 14th to 19th centuries; the second half focuses on modern Chinese drama, in conjunction with the history of Chinese film and the continued interactions between literature, stage and screen. Recommended background: prior coursework in Asian studies, film studies, or theater. Crosslisted in Asian studies, Chinese, and theater.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C019, C033, C047, C050, C052, C053, C061, C067

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): ASIA 287, CHI 287

Instructor: TBA, Staff

Instructor Permission Required: No

THEA 290 Practicum

Working under faculty direction, students perform major roles in departmental productions as a performer (290A); stage manager, associate stage manager, technician (290B); designer, dramaturg, assistant director (290C). May be repeated for credit. One-half credit is earned.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): DANC 290

Instructor: TBA, Staff

Instructor Permission Required: No

THEA 295 Stage Management for the Performing Arts

A stage manager's role and responsibility is to assure clear communications, logistics, and safety throughout the entire production process, from pre-rehearsal preparation to post-performance breakdown. This course is designed to help the student explore the three essential roles of Stage Managing in the Performing Arts: facilitating communication, maintaining the artistic integrity of the show, and creating and maintaining an archive of the show. Students will explore the theory and best practice strategies, or the "how to" lead an authentic equitable theatrical process. Recommended background: DN/TH 105; THEA 130 or 132.

Modes of Inquiry: [AC], [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Moriarty, Justin

Instructor Permission Required: No

THEA 306 Prison, Abolition, and the Arts

This seminar explores the history and philosophy of incarceration, rehabilitation, and abolition, with a focus on the role that performance and theater have played in prisons. Students examine institutions and organizations that aim to reform carceral systems through art and discuss the efficacy of transformational arts programming. They read plays that articulate experiences surrounding mass incarceration, systemic oppression, and the experience of solitary confinement, and learn about work ranging from poetry to community organizing to paintings from incarcerated or formerly incarcerated artists. They also study methods of producing theater for social justice and the ethics of conducting ethnographic research. Authors

include Michelle Alexander, Eric Berryman and The Wooster Group, Angela Davis, George Jackson, Joy James, Suzan-Lori Parks, Anna Deavere Smith, Sophie Treadwell, Malcolm X, and August Wilson.

Modes of Inquiry: [AC], [HS]

Writing Credit: [W2]

GEC(s): C008, C041

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None

Instructor: Phillips, Elizabeth

Instructor Permission Required: No

THEA 310 Immersive Media Installation

IMMERSIVE MEDIA INSTALLATION is an advanced interdisciplinary creative production course that guides students through theoretical and technical frameworks for combining sound, video, and live performance in the conceptualization of an artwork. Students will exhibit their work in Bates' new Immersive Media Studio ("IMStudio") located in Coram. This studio allows for artwork to be exhibited utilizing multiple projections and speakers to create immersive media architectures. Readings/viewings and discussion support students' understanding of intermedia creative practices in varied contexts. Weekly workshops support technical learning. Students will create two major creative projects through the term: one as a class collaboration, and one in small teams. Students will also learn about the process of media installation, media exhibition, will document their work and write a short artist statement, offering tools for professional artistic development.

Modes of Inquiry: [CP]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): MUS 310

Instructor: TBA, Staff

Instructor Permission Required: No

THEA 339 Advanced Playwriting

In Advanced Playwriting, students will refine their writing and revision skills, offer and receive feedback through the Liz Lerman critical response process, read and respond to critical essays, and begin the transition to live performance. This writing- and discussion-driven course will also deepen students' understanding of Aristotelian plot structure and its derivatives, as well as non-Western narrative structures by challenging students to explore and create bold, imaginative work. The basic elements of playwriting will be supplemented by explorations of form, language, character, structure, and space as innovated by under-represented playwrights. Students will complete a written body of dramatic work. Recommended background: THEA 240.

Modes of Inquiry: [AC], [CP]

Writing Credit: [W2]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years

Cross-listed Course(s): None
Instructor: Kimball, Callie
Instructor Permission Required: No

THEA 350 Advanced Directing

Students deepen their craft of directing by experimenting with a variety of storytelling techniques for the stage. Class work focuses on the study and practice of the directing process, in which students expand their ability to develop an approach to a dramatic text, work with designers and actors, and explore generative theater making. Throughout the course there is a sustained focus on the collaborative process and examination of contemporary directors and their work. Students direct a ten-minute play to conclude the semester. Recommended background: THEA 261. Prerequisite(s): THEA 250.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dugan, Timothy
Instructor Permission Required: No

THEA 360 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department and permission of the chair are required. Working under faculty direction, students may select: THEA 360 A Stage Management; THEA 360 B Assistant Director; THEA 360 C Dramaturgy; THEA 360 D Directing; THEA 360 E Assistant Design in the Area of Focus; THEA 360 F Design.

Modes of Inquiry: None
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: None
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

THEA 362 Advanced Acting

Students deepen their craft of acting by exploring the techniques of Constantin Stanislavski, Michael Chekhov, Lloyd Richards and various other acting practitioners. Class work focuses on a psycho-physical acting approach, in which students expand their imagination, explore their impulses, and creatively integrate their bodies and voices. The course emphasizes ensemble-building techniques to strengthen cooperative skills. Throughout the course there is a sustained focus on text analysis; this practice is used to identify actions, given circumstances and objectives, ultimately leading to options and choices for the actor. Learned techniques are to be applied in all studio performances: an assigned scene and a student chosen monologue. Prerequisite(s): THEA 261.

Modes of Inquiry: [AC], [CP]
Writing Credit: None
GEC(s): C074
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dugan, Timothy
Instructor Permission Required: Yes

THEA 373 Acting Styles

Students deepen their craft of acting by exploring the challenges of heightened language and period style while maintaining commitment to objectives, the specific details of the "world of the play," and truthful listening and reacting. The content of this course focuses on such writers as Shakespeare, Molière, Sheridan, Congreve, and Aphra Behn. The course requires intensive outside preparation of exercises, text analysis, and monologues and scenes for presentation in class. Prerequisite(s): THEA 261.

Modes of Inquiry: [AC]
Writing Credit: None
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years
Cross-listed Course(s): None
Instructor: Dugan, Timothy
Instructor Permission Required: No

THEA 457 Senior Thesis

Theater Makers students who elect this option structure their written work around a creative project designated by the department in acting, design, directing, dramaturgy, playwriting, stage management or technical theater. Theater Studies/Dramaturgy students who elect this option focus on scholarly research and writing. It offers them the opportunity to explore topics in theater and performance studies, dramatic literature, theater history, the theoretical and social dimensions of performance, or other appropriate areas of scholarly interest.

Modes of Inquiry: None
Writing Credit: [W3]
GEC(s): None
Department/Program Attribute(s): None
Class Restriction: Not open to: First-Years, Sophomores, Juniors
Cross-listed Course(s): None
Instructor: TBA, Staff
Instructor Permission Required: No

THEA 458 Senior Thesis

Theater Makers students who elect this option structure their written work around a creative project designated by the department in acting, design, directing, dramaturgy, playwriting, stage management or technical theater. Theater Studies/Dramaturgy students who elect this option, focus on scholarly research and writing. It offers them the opportunity to explore topics in theater and performance studies, dramatic

literature, theater history, the theoretical and social dimensions of performance, or other appropriate areas of scholarly interest.

Modes of Inquiry: None

Writing Credit: [W3]

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: Not open to: First-Years, Sophomores, Juniors

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

THEA S20 Telling the Truth: Documentary Theater Theory and Practice

Documentary theater is a genre of theater making that gathers interviews from real people, assembles them into a piece of performance, and renders them, verbatim (word-for-word), for an audience. Typically developed in response to a recent event or contemporary issue, famous works of documentary theater in the past few decades have probed the murder of Matthew Shepherd (The Laramie Project), exonerated death row inmates (The Exonerated), and the 1992 LA Riots (Twilight Los Angeles, 1992). Using the work and methods of playwright, performer, and activist Anna Deveare Smith, students delve into her body of work, exploring the impact of both her process and her performed work. Students deploy key points of her process toward the development of their own documentary theater pieces, based on events and issues relevant to our community in a practical exploration of the intersection of art making and activism.

Modes of Inquiry: [CP], [HS]

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Carlson, Elizabeth

Instructor Permission Required: No

THEA S25 Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki

This course explores the rich tradition of Japanese theater, focusing the three major genres: Noh (and kyogen), puppet theatre, and kabuki. Reading, watching, and discussing representative plays from medieval to contemporary Japan, students learn how to analyze each play from both a literary and a performative point of view. The goal is to foster a deep understanding of the major traditions of Japanese theater while broadening students' perspectives on the social and cultural contexts of these works. Recommended background: No previous knowledge of Japanese language or culture is required, but one course in Japanese language or Asian studies is advantageous.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C046

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): JPN S25

Instructor: Zhang, Chi

Instructor Permission Required: No

THEA S27 Scenic Painting

Scene painting relies on visual illusion to achieve realism, and scenic painters must master creating two-dimensional works on a large scale that are seen at great distances. In this course students are introduced to a broad array of tools and techniques to turn paint and canvas visually into wood, marble, ornate stone carving, trompe l'oeil-virtually anything that exists in three dimensions. Projects are designed to be cumulative, building skills that can be incorporated into individually chosen final projects.

Modes of Inquiry: None

Writing Credit: None

GEC(s): C029

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: McDowell, B. Christine

Instructor Permission Required: No

THEA S28 Boredom

Boredom has a long, rich history in literature, drama, philosophy, and science. In this course, participants study how to become bored and how to bore other people using a variety of materials including durational performance, meditation apps, art film, and Gregorian chant. How is the emotion of boredom destructive and/or generative? How might its effects and moral resonance change across lines of gender, race, and class? How is boredom transformed or magnified in spaces like schools, theaters, trench warfare, arctic winter, or solitary confinement? Authors include Samuel Beckett, Bo Burnham, Anton Chekhov, Albert Camus, Ottessa Moshfegh, Jean-Paul Sartre, Andrei Tarkovsky, David Foster Wallace.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: Phillips, Elizabeth

Instructor Permission Required: No

THEA S33 Central European Theater and Politics

A study of Hungarian and Czech history, politics, and theater since about 1945. Our focus is on the impact on theater of the cataclysmic social and political changes in Central Europe since the Hungarian uprisings of 1956. Other seminal events bearing on this study are the Prague Spring of 1968, the collapse of the Soviet bloc in 1989, and the subsequent rebuilding of politics and culture in the region up until today. In conjunction with our study of history, politics, and drama, students read an array of secondary sources on the social and cultural history of post-war Central Europe. Classes will be conducted as discussions, led by the Bates instructors and Hungarian, Czech, and other Central European artists and scholars. Students maintain a journal describing and analyzing the plays, readings and other academic materials studied. Recommended background: one course in European studies, theater, or politics.

Modes of Inquiry: [AC], [HS]

Writing Credit: None

GEC(s): C019, C024

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): EUS S33, PLTC S33

Instructor: Vecsey, Kati; Richter, Jim

Instructor Permission Required: Yes

THEA S50 Independent Study

Students, in consultation with a faculty advisor, individually design and plan a course of study or research not offered in the curriculum. Course work includes a reflective component, evaluation, and completion of an agreed-upon product. Sponsorship by a faculty member in the program/department, a course prospectus, and permission of the chair are required. Students may register for no more than one independent study during a Short Term.

Modes of Inquiry: None

Writing Credit: None

GEC(s): None

Department/Program Attribute(s): None

Class Restriction: None

Cross-listed Course(s): None

Instructor: TBA, Staff

Instructor Permission Required: No

General Education Concentrations

General Education concentrations challenge students to develop significant expertise outside their major. Each concentration consists of four courses chosen from a faculty-designed menu that is structured on the basis of a clearly articulated organizing principle. Some concentrations focus on a particular issue or topic or area of inquiry identified by several professors working across different disciplines; others are formed within a single discipline. Some concentrations may include relevant co-curricular experiences such as significant community service, orchestra, theatrical performance, or volunteer work. The required concentrations may also be fulfilled by completing a minor or a second major. General Education concentrations appear on the transcript.

The concentrations currently offered are described below, including requirements, exclusions, course lists, and eligible co-curricular components. Please note, courses taken pass/fail do not count toward any General Education requirements, including General Education concentrations. For more information, please consult the Academic Program section of the Catalog.

- [Ancient Greek \(C020\)](#)
- [Applying Mathematical Methods \(C006\)](#)
- [Archaeology and Material Culture \(C025\)](#)
- [Asian Art and Literature \(C033\)](#)
- [Asian Modernity \(C053\)](#)
- [Asian Narrative Traditions \(C052\)](#)
- [Beauty and Desire \(C055\)](#)
- [Bridging El Atlántico \(C016\)](#)
- [Buddhism \(C002\)](#)
- [Chemistry \(C003\)](#)
- [Children, Adolescents, School \(C030\)](#)
- [Chinese Language \(C044\)](#)
- [Chinese Society and Culture \(C047\)](#)
- [Class, Inequity, Poverty, and Justice \(C008\)](#)
- [Colonialism \(C059\)](#)
- [Color: Sight and Perception \(C036\)](#)
- [Conflict and Threat: War and Disease \(C064\)](#)
- [Considering Africa \(C022\)](#)
- [Culture and Meaning \(C026\)](#)
- [Dance \(C011\)](#)
- [Diasporas \(C038\)](#)
- [Digital and Computational Studies \(C093\)](#)
- [Early Modern World \(C066\)](#)
- [English \(C086\)](#)
- [Environment, Place, History \(C068\)](#)
- [Evidence: Documentation and Reality \(C017\)](#)
- [Field Studies: Natural Science \(C058\)](#)
- [Film and Media Studies \(C019\)](#)
- [French and Francophone Studies \(C034\)](#)

- [German Language and Culture \(C071\)](#)
- [Globalization \(C014\)](#)
- [Hazards in Nature \(C063\)](#)
- [Identity, Race, and Ethnicity \(C037\)](#)
- [Improvisation and Experimentation in the Arts \(C023\)](#)
- [Japanese Language \(C043\)](#)
- [Japanese Society and Culture \(C046\)](#)
- [Knowledge, Action, and the Public Good \(C091\)](#)
- [Latin \(C010\)](#)
- [Latin American and Latinx Studies \(C072\)](#)
- [Law and Society \(C013\)](#)
- [Learning and Teaching \(C084\)](#)
- [Material Culture \(C083\)](#)
- [Medieval Worlds \(C051\)](#)
- [Middle East in Global Context \(C090\)](#)
- [Modern Europe \(C024\)](#)
- [Music and Culture \(C080\)](#)
- [Philosophy \(C042\)](#)
- [Philosophy and Psychology \(C031\)](#)
- [Physics of the Large and Small \(C056\)](#)
- [Popular Culture \(C040\)](#)
- [Post/Colonial Issues in French and Spanish \(C032\)](#)
- [Premodern History \(C048\)](#)
- [Producing Culture: Arts and Audience \(C061\)](#)
- [Public Health \(C065\)](#)
- [Queer Studies \(C009\)](#)
- [Racisms \(C041\)](#)
- [Religious Studies \(C001\)](#)
- [Renaissance: Arts and Letters \(C035\)](#)
- [Russian Language \(C069\)](#)
- [Sound \(C005\)](#)
- [South Asian Studies \(C087\)](#)
- [The Ancient World \(C054\)](#)
- [The City in History: Urbanism and Constructed Spaces \(C057\)](#)
- [The Collaborative Project \(C012\)](#)
- [The Geosphere \(C007\)](#)
- [The Human Body \(C027\)](#)
- [The Translated World \(C067\)](#)
- [Theater Arts \(C028\)](#)
- [Visible Ideas: 2D and 3D Design \(C029\)](#)
- [Water and Society \(C070\)](#)
- [Women and Gender in Asia \(C050\)](#)
- [Women and Writing \(C060\)](#)
- [Writing Spain \(C018\)](#)

[More information about General Education Concentrations can be found here.](#)

Ancient Greek (C020)

GEC Coordinator: Henry John Walker

This concentration advances students with skills and insights in ancient Greek language, literature, and culture.

Complete at least four courses from the following:

- GRK 101 Elementary Ancient Greek I
- GRK 102 Elementary Ancient Greek II
- GRK 201 Ancient Greeks and “Barbarians”: Racing the Other
- GRK 202 Homer’s Poetry, Then and Now
- GRK 203 Violence, Gender, and the Social Contract in Ancient Greece
- GRK 204 Love and Sexuality in Ancient Greece
- GRK 301 Ancient Greeks and “Barbarians”: Racing the Other
- GRK 302 Homer’s Poetry, Then and Now

Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Majors in Classical and Medieval Studies may pursue the concentration only if ancient Greek is not used to fulfill their major requirements. No more than two courses from this concentration may count towards a major in Classical and Medieval Studies.

Applying Mathematical Methods (C006)

GEC Coordinator: Peter Wong

This concentration encourages students to appreciate the utility of mathematics, make connections between mathematics and other subjects, and apply mathematical methods in a relevant discipline (e.g., natural or social sciences, arts, humanities) or in a real-world setting (e.g., traffic control, scheduling, manufacturing).

Complete four credits including two from the Mathematics-based list and two from the Application-based lists, with no more than two credits from the same department/program.

Current offerings include:

1. Mathematics-Based Courses

Complete at least two courses from the following:

- MATH255A - Mathematical Models in Biology
- BIO244 - Biostatistics
- MATH355A - Numerical Analysis
- ECON250 - Statistics
- ECON255 - Econometrics
- FYS466 - Math and the Art of M. C. Escher
- PHYS255E - Nonlinear Models and Chaos

- MATH205 - Linear Algebra
- MATH206 - Multivariable Calculus
- MATH214 - Probability
- MATH215 - Statistics
- MATH219 - Differential Equations
- MATH355D - Chaotic Dynamical Systems
- PHYS301 - Mathematical Methods of Physics

2. Application-Based Courses

Complete at least two courses from the following:

- BIO308 - Neurobiology
- CHEM107A - Atomic and Molecular Structure/Lab
- CHEM108A - Chemical Reactivity/Lab
- CHEM301 - Quantum Chemistry
- CHEM302 - Statistical Thermodynamics
- CHEM310 - Biophysical Chemistry
- EACS210 - Sedimentary Processes and Environments/Lab
- EACS230 - Earth Structure and Dynamics/Lab
- EACS240 - Environmental Geochemistry/Lab
- PHYS220 - Dynamical Climate
- ECON260 - Intermediate Microeconomic Theory
- ECON270 - Intermediate Macroeconomic Theory
- ENVR203 - Scientific Approaches to Environmental Issues/Lab
- MUS231 - Music Theory I
- MUS232 - Music Theory II
- PHIL195 - Introduction to Logic
- PHYS103 - Musical Acoustics/Lab
- PHYS106 - Energy and Environment
- PHYS107 - Introductory Physics of Living Systems I/Lab
- PHYS108 - Introductory Physics of Living Systems II/Lab
- PHYS109 - Energy, Matter, and Motion
- PHYS211 - Newtonian Mechanics
- PHYS216 - Computational Physics
- PHYS222 - Electricity and Magnetism
- PLTC310 - Public Opinion
- THEA132 - Theater Technology
- THEA232 - Lighting Design
- THEA236 - Pattern Drafting and Draping

One of the courses may be replaced by a supervised research position or internship approved by the appropriate department. In addition to the four courses or co-curricular components, students are encouraged to complete an integrative project that demonstrates mastery of applied mathematical methods. This project is usually completed in the context of a course or co-curricular experience. Students are expected to present their project in a public forum (e.g., class presentation, conference, Mount David Summit). Students are required to consult with the concentration coordinator as early as possible for advice and guidance in completing this project. A maximum of two courses taken abroad (one in mathematics and one

in an applied discipline) may be substituted for Bates courses, with prior approval of the concentration coordinator. This concentration is not open to students who have declared a major or minor in mathematics or a major in economics.

Archaeology and Material Culture (C025)

GEC Coordinator: Kristen Barnett

This concentration acquaints students with archaeology, the subfield of anthropology dealing with the study of material remains and the study of material culture from other theoretical perspectives.

Four credits, one of which must be a methodology class from the following list: ANTH 101, ANTH 103, INDS 219, or ANTH 332.

One co-curricular component involving substantial archaeological fieldwork may be substituted for a credit, at the discretion of the anthropology department.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

This concentration is not open to students who have declared a major or minor in anthropology.

Asian Art and Literature (C033)

GEC Coordinator: Zhenzhen Lu

This concentration focuses on Asian literatures and visual cultures.

Any four credits, with not more than two credits from any one subject designation. One non-Bates credit may be applied toward the concentration with prior approval by the concentration coordinator. Not open to students who have declared a major in East Asian studies, a minor in Asian studies, or who have declared the following concentrations: 046 (Japanese Society and Literature), 047 (Chinese Society and Culture), and 052 (Asian Narrative Traditions).

Courses:

- AS/CI 207. Traditional Chinese Literature in Translation.
- AS/CI 223. Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature.
- AS/CI 225. Art and Politics in China.
- AS/JA 125. Japanese Literature and Society.
- AS/JA 130. Japanese Film: Exploring Japanese Horror Films from the Silent Era to the Present.
- AS/JA 215. Film, Literature, and the Cultures of Postwar Japan.
- AS/RE 308. Buddhist Texts in Translation.
- ASIA 235. Supernatural in East Asia.
- AV/AS 234. Chinese Arts and Visual Culture.

- AV/AS 236. Japanese Arts and Visual Culture.
- AV/AS 243. Buddhist Arts and Visual Cultures.
- AV/AS 245. Architectural Monuments of Southeast Asia.
- AV/AS 246. Visual Narratives: Storytelling in East Asian Art.
- AV/AS 247. The Art of Zen Buddhism.
- AV/AS 248. The Art of Rock-Cut Architecture in Asia.
- AV/AS 248. The Art of Rock-Cut Architecture in Asia.
- JPN/GSS/ASIA 263 Producing Gender in Japanese History: Theater, Literature, Religion.
- AVC 224. The Japanese Tea Bowl.
- INDS 287. Chinese Drama and Storytelling.

Asian Modernity (C053)

GEC Coordinator: Wesley Chaney

This concentration offers students an opportunity to consider the effects of imperialism, globalization, and rapid development on the societies of Asia.

Any four credits. Courses taken while studying in an off-campus program in Asia may substitute for up to two credits with prior approval of the coordinator. This concentration is not available to students majoring or minoring in Chinese, Japanese, or Asian studies.

Courses:

- AS/CI 225. Art and Politics in China.
- ASIA 113. Chinese Popular Culture.
- AS/HI 110. East Asia between Tradition and Modernity.
- AS/HI 274. China in Revolution.
- AS/HI 301B. From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present.
- AS/HI s15. Sport, Gender, and the Body in Modern China.
- AS/JA 125. Japanese Literature and Society.
- AS/JA 130. Japanese Film: Exploring Japanese Horror Films from the Silent Era to the Present.
- AS/JA 215. Film, Literature, and the Cultures of Postwar Japan.
- AS/PT 283. International Politics of East Asia.
- AS/PY 260. Cultural Psychology.
- ENG 260. Passages to and from India.
- INDS 287. Chinese Drama and Storytelling.

Asian Narrative Traditions (C052)

GEC Coordinator: Trian Nguyen

This concentration explores stories and strategies of storytelling in Asian traditions past and present in literature and in film and other visual arts.

Any four credits. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Not open to students who have declared a major or minor in Chinese or Japanese, a major in East Asian studies, or a minor in Asian studies, or to students who have declared the following concentration(s): C033 (Asian Art and Literature), C046 (Japanese Society and Culture), C047 (Chinese Society and Culture), or C050 (Women and Gender in Asia).

Courses:

- AS/CI 207. Traditional Chinese Literature in Translation.
- AS/CI 223. Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature.
- AS/JA 125. Japanese Literature and Society.
- AS/JA 130. Japanese Film: Exploring Japanese Horror Films from the Silent Era to the Present.
- ASIA 235. Supernatural in East Asia.
- AV/AS 246. Visual Narratives: Storytelling in East Asian Art.
- EN/GS 121G. Asian American Women Writers.
- ENG 260. Passages to and from India.
- FYS 346. Desire, Devotion, Suffering.
- INDS 287. Chinese Drama and Storytelling.

Beauty and Desire (C055)

GEC Coordinator: Position vacant at publication

What does beauty mean? Who arbitrates the boundary between the beautiful and the aberrant? How do we embody desire? This concentration analyzes the manufacture and manipulation of beauty, the politics of desire, and their cultural significance.

Any four credits. One non-Bates credit with a focus on issues of beauty and desire comparable to courses listed below may be applied toward this concentration if judged appropriate upon application to the coordinator.

Courses:

- AF/DN 252. Contemporary Issues in Dance.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AV/AS 248. The Art of Rock-Cut Architecture in Asia.
- AV/CM 241. The Art of Islam.
- AV/CM 250. Vikings, Vandals, and Visigoths: Art in Early Medieval Europe.
- AV/CM 252. Art of the Middle Ages.
- AVC 264. Leonardo and His Heirs: High Renaissance and Mannerism.
- AVC 271. Italian Baroque Art.
- AVC 272. Northern Baroque Art.
- AVC 281. Realism and Impressionism.
- AVC 285. Renaissance and Post-Renaissance Gardens and Landscape Architecture.

- AVC 314. Advanced Painting.
- AVC 350. Visual Meaning: Process, Material, Format.
- AVC 390B. Pre-Raphaelitism to Modernism.
- CM/EN 395E. Medieval Romance.
- CM/GS 204. Classics and the History of Sexuality.
- ENG 243. Global Romanticism.
- FYS 191. Love and Friendship in the Classical World.
- FYS 346. Desire, Devotion, Suffering.
- FYS 381. Visualizing Identities.
- FYS 455. Neuroscience Fiction.
- FYS 461. Gut Microbiome: The Next Frontier.
- THEA 235. Fashion: A Survey of Western Culture.

Bridging El Atlántico (C016)

GEC Coordinator: Claudia Aburto Guzman

The Spanish language has been a bridge to communicate experiences and artistic expression on both sides of the Atlantic Ocean. This concentration explores the cultural production of the Spanish-speaking world, including but not limited to the courtly love tradition that emerged among Spanish-speaking Arab and Jewish poets and its modern home in Latin American popular music; issues of environmental justice, gender, and race; the development of a transnational Spanish-language cinema industry that facilitates the circulation of artists and ideas; and the tradition of human rights in Latin America and Spain.

Complete any four courses from the Hispanic Studies department. At least one credit must be a 300-level course.

This concentration is not open to students who have declared a minor or major in Hispanic Studies.

Buddhism (C002)

GEC Coordinator: Alison Melnick Dyer

This concentration brings together courses on Buddhism from a variety of perspectives.

Any four credits. Participation in an appropriate off-campus study program listed below may be substituted for two credits with prior approval:

ISLE Program, Sri Lanka; SIT Program, Nepal; Emory Tibetan Studies in Dharamsala; Antioch College Buddhist Studies in Japan Program - Buddhist studies in Japan; Antioch College Buddhist Studies in India, Bodhgaya, India.

One non-Bates credit from other programs or institutions may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- ASIA250 - The Buddhist Tradition
- REL250 - The Buddhist Tradition
- ASIA251 - Religions of Tibet
- REL251 - Religions of Tibet
- ASIA308 - Buddhist Texts in Translation
- REL308 - Buddhist Texts in Translation
- ASIA348 - Epics of Asia: Myth and Religion
- REL348 - Epics of Asia: Myth and Religion
- ASIAS28 - From Shangri-la to Radical Dharma: Buddhism in North America
- RELS28 - From Shangri-la to Radical Dharma: Buddhism in North America
- AVC243 - Buddhist Arts and Visual Cultures
- ASIA243 - Buddhist Arts and Visual Cultures
- AVC245 - Architectural Monuments of Southeast Asia
- ASIA245 - Architectural Monuments of Southeast Asia
- AVC246 - Visual Narratives: Storytelling in East Asian Art
- ASIA246 - Visual Narratives: Storytelling in East Asian Art
- AVC247 - The Art of Zen Buddhism
- ASIA247 - The Art of Zen Buddhism
- AVC248 - The Art of Rock-Cut Architecture in Asia
- ASIA248 - The Art of Rock-Cut Architecture in Asia
- AVC289 - Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- ASIA289 - Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- GSS311 - Buddhism and Gender
- REL311 - Buddhism and Gender
- PHIL310 - Buddhist Philosophy

Chemistry (C003)

GEC Coordinator: T. Glen Lawson

This concentration exposes students to core principles in chemistry and selected additional topics that students can tailor to their interests.

Complete at least four courses from the following:

- Any Chemistry & Biochemistry course (Except for CHEM218)
- EACS240 Environmental Geochemistry/Lab

At least one credit must be at the 200-level or above, and may include CHEM s37 or CHEM s42.

Only one non-Bates course may be applied toward the concentration. That course must be judged comparable to one of those below and must have prior approval.

This concentration is not open to students who have declared a major or minor in chemistry, biology, neuroscience, or biochemistry.

Children, Adolescents, School (C030)

GEC Coordinator: Bronwyn Sale

This concentration integrates the study of children and adolescents with the study of education.

Complete four credits from the list below, with no more than two from the same department/program. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Not open to students who declare a minor in teacher education or educational studies.

Courses:

- AM/PY 372. Racial and Ethnic Identity Development.
- AS/PY 260. Cultural Psychology.
- DN/ED s29. Tour, Teach, Perform.
- ED/GS 384. Education in a Globalized World.
- ED/SO 242. Race and Justice in American Education.
- ED/SO 380. Education, Reform, and Politics.
- EDUC 231. Perspectives on Education.
- EDUC 235. Teaching in the Sciences.
- EDUC 255. Adolescent Literacy.
- EDUC 263. Comparative and International Education.
- EDUC 265. Teaching through the Arts.
- EDUC 274. Educational Psychology.
- EDUC 290. Internship in Education.
- EDUC 343. Learning and Teaching: Theories and Practice.
- EDUC 362. Basic Concepts in Special Education.
- EDUC 378. Ethnographic Approaches to Education.
- EDUC 390. Discipline, Race, and Schooling.
- EDUC s19. Theory and Practice of Writing and Tutoring.
- EDUC s50. Independent Study.
- FYS 300. Exploring Education through Narratives.
- PHIL s32. Teaching Philosophy: Course Design and Classroom Instruction.
- PSYC 101. Principles of Psychology.
- PSYC 240. Developmental Psychology.
- PSYC 262. Community-Based Research Methods.
- PSYC 274. Educational Psychology.
- PSYC 341. Advanced Topics in Developmental Psychology.
- PSYC 378. Experiencing the Power of Picture Books.
- PSYC s50. Independent Study.
- PY/SO 210. Social Psychology.

Chinese Language (C044)

GEC Coordinator: Li-Ping Miao

This is a concentration in the study of Chinese language.

Any four credits from among the list below. Students entering Bates with proficiency in the language should begin the sequence of four credits of the concentration at the level at which they are initially placed. No more than two language courses taken in an approved study-abroad program in China may be counted toward the concentration with prior approval. Not open to students who declare a major or minor in Chinese or a major in East Asian Studies with a concentration on Chinese language or the following concentration(s): C047 (Chinese Society and Culture).

Courses:

- CHI101 Beginning Chinese I
- CHI102 Beginning Chinese II
- CHI201 Intermediate Chinese I
- CHI202 Intermediate Chinese II
- CHI301 Upper-Level Modern Chinese I
- CHI302 Upper-Level Modern Chinese II
- CHI401 Advanced Chinese
- CHI415 Readings in Classical Chinese
- CHI450 Special Topics in Advanced Chinese

Chinese Society and Culture (C047)

GEC Coordinator: Nathan Faries

The concentration offers courses from a range of disciplines including history, literature, religious studies, economics, and language, which focus on China.

Four credits, with no more than two of the following: CHI 101, 102, 201, 202, 301, 302, 401, 450. Up to two non-Bates study abroad credits may be applied toward the concentration if they are determined to be equivalent to a Bates course in the list below, or if they are judged to be appropriate by the concentration coordinator and with prior approval. Not open to students who declare a major or minor in Chinese or East Asian Studies with a concentration on Chinese language or the following concentration(s): C044 (Chinese Language).

Courses:

- AS/CI 207. Traditional Chinese Literature in Translation.
- AS/CI 223. Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature.
- AS/CI 225. Art and Politics in China.
- AS/HI 171. Imperial China.
- AS/HI 274. China in Revolution.

- AS/HI 275. China in the World.
- AS/HI 301B. From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present.
- AS/HI s15. Sport, Gender, and the Body in Modern China.
- AS/RE 251. Religions of Tibet.
- ASIA 131. Chinese Popular Culture.
- ASIA 235. Supernatural in East Asia.
- ASIA s20. Philosophy of the Body.
- AV/AS 234. Chinese Arts and Visual Culture.
- AV/AS 246. Visual Narratives: Storytelling in East Asian Art.
- CHI 101. Beginning Chinese I.
- CHI 102. Beginning Chinese II.
- CHI 201. Intermediate Chinese I.
- CHI 202. Intermediate Chinese II.
- CHI 301. Upper-Level Modern Chinese I.
- CHI 302. Upper-Level Modern Chinese II.
- CHI 401. Advanced Chinese I.
- CHI 450. Topics in Advanced Chinese.
- CHI 415. Readings in Classical Chinese.
- CHI s21. Chinese Language, Culture, Health, and Chinese Traditional Medicine.
- INDS 287. Chinese Drama and Storytelling.
- INDS 301S. Environmental History of China.

Class, Inequity, Poverty, and Justice (C008)

GEC Coordinator: Emily Kane

This concentration focuses on class inequality and poverty from a social justice perspective. Courses are drawn from a variety of disciplinary and interdisciplinary perspectives, and include attention to national and international issues, the gendered and raced dynamics of class, material inequality and poverty, and social movements and social change.

Four credits offered in at least two different departments or programs. At least one credit must include a community engagement component, including the following: ACS 220; ANTH 339; ED/SO 242; EDUC 231, s27; ED/GS 384; ENVR 417; FYS 376; GS/SO 270, 395K; HIST 390W; SOC 104, 250, s20. One non-Bates credit on a social justice theme may be applied toward the concentration if it is judged to be appropriate by the concentration coordinator and with prior approval.

Current offerings:

1. Community Engagement Component

Earn at least one credit from the following:

- SOC242 - Race and Justice in American Education
- EDUC231 - Perspectives on Education
- EDUCS27 - Literacy in the Community
- EDUC384 - Education in a Globalized World

- ENVR417 - Practicum in Community-Engaged Research
- FYS376 - Inequality, Community, and Social Change
- SOC270 - Sociology of Gender
- SOC104 - Contemporary Social Problems: Sociological Perspectives
- SOC250 - Privilege, Power, and Inequality

2. All Courses

Earn at least three credits from the following:

- AFR227 - #BlackLivesMatter
- AFR100 - Introduction to Africana
- PSYC377 - Psychology of Oppression and Liberation
- ENVR242 - Environment, Human Rights, and Indigenous Peoples
- EDUC384 - Education in a Globalized World
- SOC242 - Race and Justice in American Education
- EDUC231 - Perspectives on Education
- EDUC290 - Internship in Education
- EDUCS27 - Literacy in the Community
- ENVR273 - Land and Livelihood
- ENVR350 - Environmental Justice
- ENVR417 - Practicum in Community-Engaged Research
- FYS300 - Exploring Education through Narratives
- FYS376 - Inequality, Community, and Social Change
- FYS470 - Life beyond Capitalism
- PLTC155 - Gender, Power, and Politics
- SOC270 - Sociology of Gender
- SOC340 - Poverty, Policy, and Social Inclusion
- SOC346 - Knowledge, Action, and Social Change
- HISP224 - Protest and Justice
- HIST100 - African Perspectives on Justice, Human Rights, and Renewal
- AFR257 - African American Women's History and Social Transformation
- PLTC249 - Politics of Latin America
- PLTC295 - Reading Marx, Rethinking Marxisms
- SOC104 - Contemporary Social Problems: Sociological Perspectives
- SOC235 - Global Health: Sociological Perspectives
- SOC250 - Privilege, Power, and Inequality
- THEA306 - Prison, Abolition, and the Arts

Colonialism (C059)

GEC Coordinator: Caroline Shaw

Colonial expansion of has had a profound effect in shaping the world culturally, politically, demographically, and ecologically. Its implications are addressed in one way or another by a majority of humanities and social science courses offered at Bates, and it has important implications for the sciences as

well. This concentration addresses colonialism itself, allowing an examination of the commonalities and differences that have characterized the phenomenon.

Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Complete four courses from the list below.

Courses:

- AFR 105 Africa: Special Topics in African History, 1500-1900
- AFR 223 Survey of Literatures of the Caribbean
- AFR 280 Health and Healing in Africa
- AFR 304 Decolonization
- AFR 309 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- AFR 390 Afro-Latinoamérica
- AMST 240I French in Maine
- AMST 244 Native American History
- ANTH 212 How Music Performs Culture: Introduction to Ethnomusicology
- ANTH 238 Culture, Conflict, and Change in Latin America
- ANTH 242 Environment, Human Rights, and Indigenous Peoples
- CMS 109 Roman Civilization: The Empire
- CMS 291 Colonization and Resistance in Late Antique North Africa
- ENG 121G Asian American Women Writers
- ENG 223 Survey of Literatures of the Caribbean
- ENG 242 Environment, Human Rights, and Indigenous Peoples
- ENVR 242 Environment, Human Rights, and Indigenous Peoples
- ENVR 301M New England: Environment and History
- EUS 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- FRE 208 Introduction to the Francophone World
- FRE 240F Borders and Disorders
- FRE 240I French in Maine
- FRE 250 Power and Resistance through Writing
- FRE 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE 378 Voix francophones des Antilles
- FRE 379 Documenting the Genocide of the Tutsi in Rwanda
- GSS 1221G Asian American Women Writers
- GSS 377 Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- HISP 232 Visions of Freedom Before 1619 in the Iberian Black Atlantic
- HISP 390 Afro-Latinoamérica
- HIST 105 Africa: Special Topics in African History, 1500-1900
- HIST 109 Roman Civilization: The Empire
- HIST 140 Origins of New Nations, 1500-1820
- HIST 181 Creating Latin America: A History
- HIST 206 The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST 244 Native American History
- HIST 270 From Madrid to Manila: Globalization and the Spanish Empire

- HIST 279 The Age of Revolution: Latin American Edition
- HIST 280 Health and Healing in Africa
- HIST 287 History of East Africa
- HIST 291 Colonization and Resistance in Late Antique North Africa
- HIST 301F African Nationalism and Decolonization
- HIST 301M New England: Environment and History
- HIST 301P South Africa: The Rise and Fall of Apartheid
- HIST 320 Religion and Government in the Middle East: Colonialism to the Arab Spring
- HIST S28 Wabanaki History in Maine
- LALS 181 Creating Latin America: A History
- LALS 238 Culture, Conflict, and Change in Latin America
- LALS 270 From Madrid to Manila: Globalization and the Spanish Empire
- LALS 279 The Age of Revolution: Latin American Edition
- LALS 390 Afro-Latinoamérica
- MUS 103 Music in World Cultures
- MUS 212 How Music Performs Culture: Introduction to Ethnomusicology
- REL 320 Religion and Government in the Middle East: Colonialism to the Arab Spring

Color: Sight and Perception (C036)

GEC Coordinator: Susan Dewsnap

The perception of color is contextual and culturally determined. This concentration provides the opportunity to study color in theory and in practice, as cultural construct, and as concrete physical phenomenon.

Four credits, with no more than two from any one department/program. One non-Bates credit may be applied toward this concentration if it is determined to be equivalent to a Bates course in the list below, or if it is judged to be appropriate by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a major in art and visual culture or physics.

Courses:

- RFSS162 - White Redemption: Cinema and the Co-optation of African American History
- AVC288 - Visualizing Race
- ASTR106 - Introduction to Astronomy/Lab
- AVC295 - The Decorated Body
- AVC202 - Painting: Color and Design
- AVC203 - Ceramic Design and Techniques
- AVC214 - Painting I: Pictorial Structure
- AVC215 - Painting: Abstraction and Invention
- AVC219 - Photography: The Digital Image
- AVC264 - Leonardo and His Heirs: High Renaissance and Mannerism
- AVC271 - Italian Baroque Art
- AVC272 - Northern Baroque Art
- AVC281 - Realism and Impressionism
- AVC282 - Modern European Art

- AVC314 - Advanced Painting
- PHYS108 - Introductory Physics of Living Systems II/Lab
- PHYS373 - Classical and Modern Optics
- PSYC302 - Sensation and Perception

Conflict and Threat: War and Disease (C064)

GEC Coordinator: Sylvia Federico

This concentration explores war and militarism, conflict and panic in the face of real and perceived threats, and the various social, cultural, political, and scientific responses to them.

Any four credits. One non-Bates course may be applied toward this concentration if judged appropriate upon application to the coordinator.

Courses:

- AM/HI 141. Rise of the American Empire.
- AM/HI 244. Native American History.
- AS/HI 274. China in Revolution.
- AS/HI 301B. From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present.
- AS/JA s27. Hiroshima and Nagasaki.
- AV/CM 250. Vikings, Vandals, and Visigoths: Art in Early Medieval Europe.
- AVC 250. Vikings, Vandals, and Visigoths: Art in Early Medieval Europe.
- BIO 127. Emerging and Reemerging Infections across the Globe.
- BIO 315. Microbiology/Lab.
- BIO 351. Immunology.
- CM/EN 121D. The Many Lives of King Arthur.
- CM/HI 102. Medieval Worlds.
- CMS 121D. The Many Lives of King Arthur.
- ENG 121D. The Many Lives of King Arthur.
- ENVR 227. Catastrophes and Hope.
- EXDS s15H. Short Term Practicum: Mediation and Restorative Justice.
- FRE 374. Écrire la Révolution: French Literature in the Nineteenth Century.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FYS 341. King Arthur: Myth and Legend.
- FYS 425. Politics and Memory in Central and Eastern Europe.
- FYS 440. Roots of Nonviolence.
- GER 262. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- GER s26. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- HIST 294. The Revolutionary Black Atlantic, 1770–1840.
- HIST s21. Crime and Punishment in Africa.
- PLTC 344. Ethnicity and Conflict.
- REL 133. Religion, Violence, and Nonviolence.
- SOC 350. Race, Crime, and Punishment in America.
- SOC 351. Crime and Justice over the Life Course.

Considering Africa (C022)

GEC Coordinator: Patrick Otim

Through a variety of disciplines students develop a complex understanding of various African worldviews, social practices, art forms, political initiatives, economic challenges, and ecological issues. Courses train students to think critically about African identities as historically produced and currently contested.

Four credits, with no more than two courses from any one department/program. Students are strongly advised to consider taking INDS 100, the gateway course. Two non-Bates credits and/or co-curricular activities may be applied toward this concentration if they are judged to be appropriate by the concentration coordinator. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Courses:

- AF/EN 268. Survey of Literatures of Africa.
- AF/HI 105. Africa: Special Topics in African History, 1500-1900.
- AFR/HIST 203 Imagining Africa Through Film.
- AF/HI 280. Health and Healing in Africa.
- AF/RE 233. Literary Representations of the Africana Religions.
- AV/GS 299. Gender in African Art.
- AVC 299. Gender in African Art.
- ECON 309. Economics of Less-Developed Countries.
- ED/GS 384. Education in a Globalized World.
- EDUC 310. Critical Perspectives on English Language Learning.
- ENVR 223. Politics of Wildlife Conservation.
- EU/HI 206. The Empire Strikes Back: The Ends of European Empires in the Twentieth Century.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 208. Introduction to the Francophone World.
- FRE 240E. Le Maghreb: Vue de l'Enfance.
- FRE 240F. Borders and Disorders.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FYS 468. Beyond Nelson Mandela: Themes and Personalities in South African History.
- GSS 299. Gender in African Art.
- HIST 287. History of East Africa.
- HIST 301F. African Nationalism and Decolonization.
- HIST 301P. South Africa: The Rise and Fall of Apartheid.
- HIST s21. Crime and Punishment in Africa.
- INDS 100. African Perspectives on Justice, Human Rights, and Renewal.
- INDS 306. Queer Africana: History, Theories, and Representations.
- PLTC 247. Transition and Transformation in Southern Africa.
- PLTC 290. Politics of Sub-Saharan Africa.
- PLTC 336. Explaining Wartime Violence.

Co-curricular Activities

Museum Project.

Long-term (one semester or one summer) museum project on Africa. Supervised by the concentration coordinator.

Volunteer Work.

Long term (one semester or one summer) volunteer work with an African or African migrant community, including mandatory journal writing. Supervised by the concentration coordinator.

Performance experience.

Supervised by the concentration coordinator.

Culture and Meaning (C026)

GEC Coordinator: Jennifer Hamilton

This concentration focuses on culture and meaning, the interpretive subfield of anthropology.

ANTH 101 or AMST 200 and any three additional credits from the list below. One non-Bates credit may be substitute for courses listed below with prior approval of the coordinator. This concentration is not open to students who have declared an anthropology major or minor.

Courses:

- AFR227 - #BlackLivesMatter
- RFSS162 - White Redemption: Cinema and the Co-optation of African American History
- AFR100 - Introduction to Africana
- AMST200 - Introduction to American Studies
- AMST125 - Critical Perspectives on Sport and Society
- ANTH205 - Citizenship, Borders, and Belonging
- ANTH238 - Culture, Conflict, and Change in Latin America
- MUS212 - How Music Performs Culture: Introduction to Ethnomusicology
- ANTH101 - Cultural Anthropology
- ANTH210 - Ethnographic Methods
- ANTH333 - Culture and Interpretation
- REL250 - The Buddhist Tradition
- EDUC263 - Comparative and International Education
- EDUC378 - Ethnographic Approaches to Education
- AFR100 - Introduction to Africana
- MUS103 - Music in World Cultures
- MUSS25 - Performing Musical Art of Indonesia

Dance (C011)

GEC Coordinator: Brian J. Evans

Focusing on dance as a performing art form, the concentration considers the practice of the art, its production, and an understanding of its cultural context.

Four credits in dance earned from full-credit courses (not 270 studio dance) listed or cross-listed in dance. One approved co-curricular component may be substituted for one of the four required credits. This concentration is not open to students who have declared a dance major or minor or C027 (The Human Body).

Courses:

- Any Dance course
- EDUC 265 Teaching through the Arts
- FYS 437 Arts in Performance

Diasporas (C038)

GEC Coordinator: Dale Chapman

The concept of the diaspora plays an extraordinarily important role in our understanding of contemporary culture. Through the diasporic processes of movement and displacement, cultures become caught up in an ongoing flow that links local communities to a rich global network of cultural practices and worldviews. These flows raise a number of questions: In what way do diasporic cultures respond to the dynamics of displacement, migration, and oppression? How might different media or diverse perspectives offer alternative understandings and expressions of these responses? In what way do diasporas from previous eras differ from those that have emerged from the contemporary contexts of globalization, the migration of refugees, and the turbulence of contemporary geopolitics?

Four credits from at least two departments/programs. Courses must include at least one credit from each of the following lists:

List A: AF/EN 223, 268; AF/HI 390E;

List B: ENG 260; EN/GS 121G, FRE 208.

Students are encouraged to participate in service-learning experiences with local diasporas in Lewiston/Auburn and Maine. One approved co-curricular component may be substituted for one of the four required courses. One non-Bates course may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/AM 119. Cultural Politics.
- AF/EN 223. Survey of Literatures of the Caribbean.
- AF/EN 268. Survey of Literatures of Africa.
- AF/EN 269. Narrating Slavery.

- AF/GS 201. Race, Ethnicity, and Feminist Thought.
- AF/HI 301E. African Slavery in the Americas.
- AFR/LALS/HISP 309. Visions of Freedom before 1619.
- AM/FR 240I. French in Maine.
- AMST 240I. French in Maine.
- EN/GS 121G. Asian American Women Writers.
- ENG 260. Passages to and from India.
- FRE 208. Introduction to the Francophone World.
- FRE 240F. Borders and Disorders.
- FRE 240I. French in Maine.
- FRE 241L. French in Maine.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FRE s50. Independent Study.
- HISP 317. Screening Citizenship: Jewish Latin American Film.
- INDS 321. Afroambiente: Escritura negra y medio ambiente.
- INDS 325. Black Feminist Literary Theory and Practice.
- INDS 390. Afro-Latinoamérica.

Co-curricular Activites

Service-Learning

Long-term (one semester or one summer) community-engaged project in a local diasporic community. Supervised by Harward Center for Community Partnerships

Supervised research project

Supervised by concentration coordinator.

Internship

Supervised by concentration coordinator.

Supervised field work

Supervised by concentration coordinator.

Supervised performance experience

Supervised by concentration coordinator.

Digital and Computational Studies (C093)

GEC Coordinator: Barry Lawson

This concentration allows students to explore the breadth of digital and computational studies. Students engage in work regarding equity and justice, design as explicit process, and the development and expression of ideas in digital spaces and code.

Any four credits in digital and computational studies. One independent study, pre-approved by the coordinator, may also count toward the concentration. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This General Education Concentration is not available to students who have declared a minor in Digital and Computational Studies.

Early Modern World (C066)

GEC Coordinator: Joseph Hall

This concentration comprises courses that address the cultural and historic developments during the period from about 1450 and 1800.

Four credits from the list below. Credits must be from at least two different departments/programs. Two non-Bates credits may be applied toward the concentration if they are determined to be equivalent to a Bates course in the list below, or if they are judged to be appropriate by the concentration coordinator and with prior approval.

Courses:

- AF/HI 301E. African Slavery in the Americas.
- AFR 309. Visions of Freedom Before 1619 in the Iberian Black Atlantic.
- AM/AN 222. Archaeology and Colonial Entanglements in North America.
- AS/RE 251. Religions of Tibet.
- AVC 264. Leonardo and His Heirs: High Renaissance and Mannerism.
- AVC 271. Italian Baroque Art.
- AVC 272. Northern Baroque Art.
- AVC 285. Renaissance and Post-Renaissance Gardens and Landscape Architecture.
- ENG 129. Introduction to Early Modern English Literature.
- ENG 142. Early American Literature.
- ENG 213. Shakespeare.
- ENG 214. Shakespeare and Early Modern Racialization.
- ENG 222. Seventeenth-Century Literature: Animal and Political Lives.
- ENG 232. The Eighteenth-Century and Global Enlightenment.
- ENG 239. Shakespeare's Queens.
- ENG 282. Paradise Lost: Contexts and Afterlives.
- ENG 283. Early Modern Sex and Sexuality.
- ENG 395L. Utopia/Dystopia Fiction.
- ENG s43. Shakespeare in the Theater in London.
- FRE 250. Power and Resistance through Writing.
- FRE 372. Woman Writer/Women Written.
- HI/LL 181. Latin American History: From the Conquest to the Present.
- HI/LL 270. The Spanish Empire: From Madrid to Manila.
- HI/LL 279. The Age of Revolution: Latin American Edition.
- HI/LL s29. Montezuma's Mexico: Aztecs and their World.
- HIST 140. Origins of New Nations, 1500–1820.

- HIST 294. The Revolutionary Black Atlantic, 1770–1840.
- HS/LL 341. Lectura americana de Cervantes.
- INDS 221. Venice to Tokyo: Religion and Trade along the Spice and Silk Routes.
- INDS 301Y. The Spanish Inquisition.
- INDS s38. Cannibalism as an Eating Disorder in the Conquest of America.
- MUS 210. Classical Music in Western Culture.
- PHIL 272. Philosophy in the Modern Era (1600-1800).
- REL 216. American Religious History, 1550–1840.

English (C086)

GEC Coordinator: Steven Dillon

This concentration introduces students to a range of literatures written in English, and to various genres and critical methods.

Complete any four full-credit courses offered by the English department. Three of the chosen courses must be taught by different faculty members in the department. Students must take one 100-level course (with a maximum of two). Only credits in U.S., British, or Commonwealth literature, or creative writing count toward the concentration—not literature from a foreign language. Short Term courses do not count toward the concentration. One non-Bates credit may be applied toward this concentration if determined to be equivalent to a Bates English credit, or if with prior approval judged appropriate by the concentration coordinator. This concentration is not open to students who have declared a major in English.

Environment, Place, History (C068)

GEC Coordinator: Darby Ray

This concentration explores the interconnections among ecological change, community history, and the social construction of place. It has a marked, but not exclusive, focus on Maine, including inquiry into Maine's transformations and conflicts over environmental, economic, and community change. The concentration is strongly interdisciplinary, mixing ecological learning, social-historical and ethnographic inquiry, and cultural studies. It includes community partnerships and public-environmental projects.

Four credits, two of which must be from list A (foregrounding scientific study in geology or ecology) and two of which must be from list B (foregrounding social, cultural, historical, or literary study). At least one of these courses from list A or B must also appear on list C (courses involving significant field or community-based experience). Alternatively, students may meet the community/field requirement by completing one co-curricular component, substituting it for one of the four credits. Students should consult with the Harvard Center for Community Partnerships to determine if a particular course or co-curricular experience qualifies. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

List A: BI/ES s14, 302; EACS 103, 104, 107, 114, 240; EA/ES 217, s20; ECES s11, ENVR 124, 203, 220, 240, 310.

List B: AM/DC s32; AM/FR 240I; EDUC s20; ENVR 205, 209, 273, s24; ES/HI 301M; FYS 427; INDS 211.

List C: BI/ES s14, 302; EACS 107; EDUC s20; ENVR 124, 209, 240, 310, 350, s24.

Courses:

- AM/FR 240I. French in Maine.
- AMST 240I. French in Maine.
- BI/ES 302. Restoration Ecology/Lab.
- BI/ES s14. The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain.
- BIO 302. Restoration Ecology/Lab.
- EA/ES 217. Mapping and GIS/Lab.
- EACS 103. Earth Surface Environments and Environmental Change/Lab.
- EACS 104. Plate Tectonics and Hazards/Lab.
- EACS 107. Katahdin to Acadia: Field Geology in Maine/Lab.
- EACS 114. Water in Maine.
- EACS 240. Environmental Geochemistry/Lab.
- EC/ES s11. In Search of Higher Ground: Sea-Level Rise, Coastal Flooding and the Future of the Eastern Seaboard.
- EDUC s20. Creating Educational Experiences at Morse Mountain.
- ENVR 124. Managing the Gulf of Maine: Climate Change and Impacts on Coastal Communities.
- ENVR 203. Scientific Approaches to Environmental Issues/Lab.
- ENVR 205. Lives in Place.
- ENVR 209. Sustainable Cities.
- ENVR 220. GIS across the Curriculum.
- ENVR 240. Water and Watersheds/Lab.
- ENVR 273. Land and Livelihood.
- ENVR 302. Restoration Ecology/Lab.
- ENVR 310. Soils/Lab.
- ENVR 350. Environmental Justice.
- ES/HI 301M. New England: Environment and History.
- FRE 240I. French in Maine.
- FRE 241L. French in Maine.
- FYS 427. Introduction to Ecopsychology: The Human-Nature Relationship.
- HIST s28. Wabanaki History in Maine.
- INDS 211. U.S. Environmental History.

Evidence: Documentation and Reality (C017)

GEC Coordinator: Elke Morris

This concentration is a study of documentation and representation, including consideration of persuasive strategies often employed in representations—and misrepresentations. Emphasis is on the use of images as points of inquiry, including photographs, film, broadcasts, documents, and printed matter, as well as speech and artifacts.

Four credits, with no more than three from any one department/program. Either AVC 361 or AVC s31 may count toward the concentration, but not both. One non-Bates credit may be applied toward the concentration with prior approval by the concentration coordinator.

Courses:

- ANTH 103. Introduction to Archaeology.
- AV/AS s29. Modern Vietnamese Culture through Film.
- AV/ES s15. Photographing the Landscape.
- AVC 209. Video: Moving Image as an Artistic Practice.
- AVC 219. Photography: The Digital Image.
- AVC 220. The Digital Composite: A Creative Process.
- AVC 276. True or False: Documentary Photography.
- AVC 318. Photography: Perception and Expression.
- AVC 320. Contemporary Photography: A Body of Work.
- AVC 361. Museum Internship.
- AVC s26. Museum Studies.
- AVC s31. Museum Internship.
- EDUC 378. Ethnographic Approaches to Education.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FYS 381. Visualizing Identities.
- GER 262. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- GER 358. Literature and Film of the German Democratic Republic.
- GER s26. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- PSYC 317. Psychology and Law.
- RFSS 120. Introduction to Screen Studies.
- RFSS 219. Race, Gender, and International Cinema.
- RFSS 220. Constructions of Italian American Men and Masculinities.
- RFSS 240. Film Theory.
- RFSS 257. Rhetorical Criticism.
- RFSS 265. The Rhetoric of Women's Rights.
- RFSS 276. Television Criticism.
- RFSS 391A. The Rhetoric of Alien Abduction.
- RFSS 391B. Presidential Campaign Rhetoric.
- RFSS 391F. Bollywood.

Field Studies: Natural Science (C058)

GEC Coordinator: Holly Ewing

Field studies are the primary mode of data collection for natural scientists studying the Earth and its ecosystems. This concentration offers an introduction to field methods used in ecology, environmental science, and geology. Courses include a strong component of data collection and/or sampling in the field, and/or mapping from field data.

Four courses, typically at least one of which comes from list A, one from list B, and one from list C. No more than two courses can come from list A, and no more than one may come from list C, but additional courses from list B may substitute for courses in lists A or C. With prior approval, up to two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator.

List A: EACS 103, 104, 107, 109; ENVR 203; FYS 444, 476; (introductory level courses without prerequisites that have a significant component of fieldwork);

List B: BI/ES 271; BIO 211, 221, 313; EACS 210, 230, 240; EA/ES 217, 226; ENVR 220, 240, 310; (upper level courses with minimal prerequisites that have a significant amount of either mapping or advanced fieldwork involving original data collection and analysis).

List C: ANTH s32; BIO s30, s31, s37, s39D, s39F; EACS s13, s15, s16, s17, s23, s50, ENVR s14 (immersion courses that are almost entirely devoted to field-based study).

Courses:

- ANTH s32. Introduction to Archaeological Fieldwork.
- BI/ES 271. Dendrology and the Natural History of Trees/Lab.
- BI/ES s14. The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain.
- BIO 221. Plant and Fungal Diversity/Lab.
- BIO 313. Marine Ecology/Lab.
- BIO s30. Ecology and Natural History of the Maine Coast.
- BIO s31. Avian Biology/Lab.
- BIO s39D. Biological Skills: Field Botany and Dendrochronology.
- BIO s39F. Biological Skills: Invasive Green Crab Inventory & Monitoring.
- EA/ES 217. Mapping and GIS/Lab.
- EA/ES 226. Hydrogeology.
- EACS 103. Earth Surface Environments and Environmental Change/Lab.
- EACS 104. Plate Tectonics and Hazards/Lab.
- EACS 107. Katahdin to Acadia: Field Geology in Maine/Lab.
- EACS 109. Earth's Climate System/Lab.
- EACS 210. Sedimentary Processes and Environments/Lab.
- EACS 230. Earth Structure and Dynamics/Lab.
- EACS 240. Environmental Geochemistry/Lab.
- EACS s13. Soil Geography of New England.
- EACS s15. Glacial and Postglacial Landscapes of Southeast Alaska.
- EACS s16. Paleoseismic and Geomorphic Investigation along the Himalayan Frontal Thrust (HFT), Central Himalaya.
- EACS s50. Independent Study.
- ENVR 203. Scientific Approaches to Environmental Issues/Lab.
- ENVR 220. GIS across the Curriculum.
- ENVR 240. Water and Watersheds/Lab.
- ENVR 310. Soils/Lab.
- ENVR s14. The Ecology of Place: Field Methods for Coastal Research at Bates-Morse Mountain.
- FYS 444 Landscapes of Maine

- FYS 476. Coastal Hazards/Lab.

Film and Media Studies (C019)

GEC Coordinator: Charles Nero

An interdisciplinary concentration that focuses on the history, theory, production, and criticism of cinema and other moving-image media. Courses examine cinema's artistic and cultural contributions, moving-image media as practices of social significance, and techniques of directing, acting, and editing sound and image.

Four credits, with no more than two from the same department/program. Students are encouraged to take one credit with a film production component, such as FRE 235, AVC 209, or AVC 211. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AF/RF 202. Coming of Age While Black.
- AMST 382. Latinx Film.
- AS/JA 130. Japanese Film: Exploring Japanese Horror Films from the Silent Era to the Present.
- AV/AS s29. Modern Vietnamese Culture through Film.
- AV/EN s17. Cartoon Cartoon: Film Theory and History of Short-Form Animation.
- AVC 209. Video: Moving Image as an Artistic Practice.
- AVC 211. Animation I: Hand-Drawn Animation.
- AVC 309. Advanced Video Production.
- EN/TH 242. Screenwriting.
- ENG 105. 9/11 in Literature and Film.
- ENG 242. Screenwriting.
- ENG 395B. Godard and European Film.
- ENG 395O. Cinema's Inner World.
- FR/GS 151. Gender, Race, and Social Class in French and Francophone Film.
- FRE 235. Advanced French Language and Introduction to Film Analysis.
- FRE 340. Social Pulse, Documentary Impulse.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- GER 262. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- GER s26. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- HISP 228. Screen and Media.
- HISP 382. Latinx Film.
- INDS 287. Chinese Drama and Storytelling.
- INDS 382. Latinx Film.
- LALS 382. Latinx Film.
- MUS 251. Music and Cinema.
- PHIL s20. Film as Philosophy.
- REL 100. Religion and Film.
- RFSS 120. Introduction to Screen Studies.

- RFSS 220. Constructions of Italian American Men and Masculinities.
- RFSS 240. Film Theory.
- RFSS 257. Rhetorical Criticism.
- RFSS 260. Lesbian and Gay Images in Film.
- RFSS 276. Television Criticism.
- RFSS 391E. The Interracial Buddy Film.
- RFSS 391F. Bollywood.
- RFSS 391J. Film Festival Studies.
- RUSS 247. Contemporary Russia on Film.
- THEA 242. Screenwriting.
- THEA s33. Central European Theater and Film.

French and Francophone Studies (C034)

GEC Coordinator: Mary Rice-DeFosse

This interdisciplinary concentration encompasses the language, literatures, and cultures of the French-speaking world. It aims to develop increased linguistic proficiency in oral and written French and knowledge of the rich cultural production of the French-speaking regions of the globe over time using a variety of critical approaches.

Four credits, one of which must be from list A, one of which must be from list B, and one of which must be from list C. Only one of the following courses, taught in English, may be counted toward the concentration: FYS 318, HIST 254, or CM/HI 102. One co-curricular component may be substituted for one of the courses from list A or C. Co-curricular components include applicable internships, supervised research, projects, or fieldwork; a supervised performance experience; or supervised volunteer work or community work-study.

List A (Language): FRE 102, 201, 205, 235, 271

List B (Literature): AM/FR 240I; FRE 240E, 240F, 240G, 250, 360, 365, 372, 374, 378, s39, s50; FR/GS 151, 377

List C (Culture and Civilization): AM/FR 240I; CM/HI 102; FRE 207, 208, 240E, 240F, 240G, 339, 340 360, s24; FYS 318; INDS 100. One non-Bates course may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a major or minor in French.

Courses:

- AM/FR 240I. French in Maine.
- AMST 240I. French in Maine.
- CM/HI 102. Medieval Worlds.
- FR/GS 151. Gender, Race, and Social Class in French and Francophone Film.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 102. Elementary French II.
- FRE 201. Intermediate French.
- FRE 205. Oral French.

- FRE 207. Introduction to Contemporary France.
- FRE 208. Introduction to the Francophone World.
- FRE 235. Advanced French Language and Introduction to Film Analysis.
- FRE 240E. Le Maghreb: Vue de l'Enfance.
- FRE 240F. Borders and Disorders.
- FRE 240G. Science and Literature.
- FRE 240I. French in Maine.
- FRE 241L. French in Maine.
- FRE 250. Power and Resistance through Writing.
- FRE 271. Translation: Theory and Practice.
- FRE 339. Rereading Tintin.
- FRE 340. Social Pulse, Documentary Impulse.
- FRE 360. Independent Study.
- FRE 372. Woman Writer/Women Written.
- FRE 374. Écrire la Révolution: French Literature in the Nineteenth Century.
- FRE 378. Voix francophones des Antilles.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FRE s24. Cooking up French Culture.
- FRE s34. French Drama in Performance.
- FRE s50. Independent Study.
- FYS 318. Through the Eyes of Children.
- INDS 100. African Perspectives on Justice, Human Rights, and Renewal.

Co-Curricular Activities

Community Service

Significant community service in the French-speaking community, such as participation in the Franco-American Oral History Project, over the course of one semester, one Short Term, or one internship period may be substituted for one course. Supervised by French and Francophone studies faculty.

German Language and Culture (C071)

GEC Coordinator: Raluca Cernahoschi

This concentration expands students' knowledge of the German language and the culture of German-speaking countries.

Four credits. One course from the Bates Fall Semester Abroad in either Austria or Germany may count as noted below. No non-Bates courses may be applied toward the concentration. This concentration is not open to students who have declared a major or minor in German or concentrations C073 (German in Berlin) or C082 (German in Vienna).

Courses:

- Any Bates Fall Semester Abroad, Germany course.
- Any Bates Fall Semester Abroad, Austria course.

- GER 101. Introduction to German Language and Culture I.
- GER 102. Introduction to German Language and Culture II.
- GER 201. Intermediate German Language and Culture I.
- GER 202. Intermediate German Language and Culture II.
- GER 233. Advanced German Language and Introduction to German Studies.
- GER 252. Tracing the Autobiographical: Personal Narratives in German Literature.
- GER 253. Contemporary German Cultures.
- GER 256. The Age of Materialism, 1830-1899.
- GER 341. Landscapes and Cityscapes in German Media.
- GER 350. Margins and Migrations.
- GER 358. Literature and Film of the German Democratic Republic.

Globalization (C014)

GEC Coordinator: Daniel Riera-Crichton

Globalization may be defined as the set of economic, political, social, technological, and cultural changes that give rise to growing interdependence and interactions among people, cultures, and corporations scattered around the world. It is one of the defining paradigms of the early twenty-first century, and perhaps the most controversial. Students in this concentration examine the phenomenon of globalization—its positive and negative aspects—from a variety of disciplinary perspectives.

Four credits, including at least one of the following: ANTH 339; AN/SO 232; ECON 221; PLTC 125, 171; or SOC 260. No more than two of the four credits may be from the same department or program. Up to two comparable non-Bates credits preapproved by the concentration coordinator may be applied to the concentration.

Courses:

- AN/LL 205. Citizenship, Borders, and Belonging.
- EC/PT 284. The Political Economy of Capitalism.
- ECON 221. The World Economy.
- ECON 284. The Political Economy of Capitalism.
- ECON 305. International Financial Stability.
- ECON 309. Economics of Less-Developed Countries.
- ED/GS 384. Education in a Globalized World.
- EN/GS 121G. Asian American Women Writers.
- ENG 260. Passages to and from India.
- EU/HI 206. The Empire Strikes Back: The Ends of European Empires in the Twentieth Century.
- EU/PT 305. Money and Power.
- EU/SO 290. Political Sociology.
- EUS 290. Political Sociology.
- EUS 305. Money and Power.
- FYS 249. Global Economy and Nation-State.
- HI/LL 270. The Spanish Empire: From Madrid to Manila.
- PLTC 122. Government and Politics in Comparative Perspective.

- PLTC 125. States and Markets.
- PLTC 171. International Politics.
- PLTC 222. International Political Economy.
- PLTC 225. International Security.
- PLTC 236. The Global Politics of Climate Change.
- PLTC 284. The Political Economy of Capitalism.
- PLTC 305. Money and Power.
- PLTC 315. International Cooperation.
- SOC 103. Macrosociology: Institutions and Structures.
- SOC 235. Global Health: Sociological Perspectives.
- SOC 260. Economic Sociology.
- SOC 290. Political Sociology.

Hazards in Nature (C063)

GEC Coordinator: Shreya Arora

For human populations, living on planet Earth means living with the risk of natural hazards and living with the unintended consequences of our interactions with the natural world. Earthquakes, floods, and climate change, and emerging infections, invasive plant species, and environmental toxins are examples of global challenges presented by the physical and biological world. The courses offered in this concentration explore this interface between human populations and the natural world.

EACS 103, 109, or EAPH 119 and 104 or 107, and any two other credits from the list. One non-Bates credit may be applied toward the concentration with prior approval.

Courses:

- BI/EA 113. Marine Science.
- BIO 127. Emerging and Reemerging Infections across the Globe.
- EA/PH 119. The Anthropocene.
- EACS 103. Earth Surface Environments and Environmental Change/Lab.
- EACS 104. Plate Tectonics and Hazards/Lab.
- EACS 107. Katahdin to Acadia: Field Geology in Maine/Lab.
- EACS 109. Earth's Climate System/Lab.
- EACS 240. Environmental Geochemistry/Lab.
- ECON 222. Environmental Economics and Policy.
- ECON 325. Prices, Property, and the Problem of the Commons.
- ENVR 203. Scientific Approaches to Environmental Issues/Lab.
- ENVR 204. Environment and Society.
- FYS 476. Coastal Hazards/Lab.
- PLTC 303. States of Emergency.

Identity, Race, and Ethnicity (C037)

GEC Coordinator: Mark Tizzoni

The goal of this concentration is to encourage students to think in an interdisciplinary manner about the construction of racial and ethnic identities in social, cultural, and political contexts.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/AM 119. Cultural Politics.
- AF/AM 227. #BlackLivesMatter.
- AFR/ENG 114. Introduction to African American Literature I: 1600–1910.
- AF/EN 115. Introduction to African American Literature II: 1910–Present.
- AFR/ENG 255. Black Poetry.
- AFR/ENG 259. Contemporary African American Literature.
- AFR/ENVR 239. Anti-Blackness and the Environment.
- AF/GS 201. Race, Ethnicity, and Feminist Thought.
- AF/MU 249. African American Popular Music.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AF/RF 202. Coming of Age While Black.
- AFR 100. Introduction to Africana.
- AM/AV 288. Visualizing Race.
- AM/EN 247. Contemporary Arab American Literature.
- AM/FR 240I. French in Maine.
- AM/HI 244. Native American History.
- AM/HI 299. White Supremacy: An American History.
- AM/PY 372. Racial and Ethnic Identity Development.
- AMST 240I. French in Maine.
- AMST 299. White Supremacy: An American History.
- AN/ES 242. Environment, Human Rights, and Indigenous Peoples.
- ANTH 101. Cultural Anthropology.
- AS/HI 301B. From Tibet to Taiwan: Frontiers in Chinese History, 1700 to the Present.
- AS/JA 261. Cultural History of Japan: From Jōmon Pottery to Manga.
- AV/GS 299. Gender in African Art.
- AVC 299. Gender in African Art.
- CM/HI 112. Ancient Greek History.
- CM/HI 216. Conflict and Community in Medieval Spain.
- CM/HI 292. The Dawn of the Middle Ages.
- CM/HI 293. Trans-Saharan Africa in the Middle Ages.
- CMS 292. The Dawn of the Middle Ages.
- CMS 293. Trans-Saharan Africa in the Middle Ages.
- ED/SO 242. Race and Justice in American Education.
- EN/GS 121G. Asian American Women Writers.
- ENG 105. 9/11 in Literature and Film.

- ENG 143. Nineteenth-Century American Literature.
- ENG 214. Shakespeare and Early Modern Racialization.
- ENG 260. Passages to and from India.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 208. Introduction to the Francophone World.
- FRE 240E. Le Maghreb: Vue de l'Enfance.
- FRE 240F. Borders and Disorders.
- FRE 241L. French in Maine.
- FRE 378. Voix francophones des Antilles.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FYS 203. Family Stories.
- FYS 318. Through the Eyes of Children.
- FYS 381. Visualizing Identities.
- FYS 425. Politics and Memory in Central and Eastern Europe.
- GS/PT 282. Constitutional Law II: Rights and Identities.
- GS/PT 326. The Politics of Authenticity.
- GS/SO 340. Work, Family, and Social Inclusion.
- GSS 282. Constitutional Law II: Rights and Identities.
- GSS 299. Gender in African Art.
- GSS 312. Transgender Narratives.
- GSS 340. Work, Family, and Social Inclusion.
- HIST 292. The Dawn of the Middle Ages.
- HIST 293. Trans-Saharan Africa in the Middle Ages.
- HIST 299. White Supremacy: An American History.
- HIST s28. Wabanaki History in Maine.
- INDS 100. African Perspectives on Justice, Human Rights, and Renewal.
- INDS 306. Queer Africana: History, Theories, and Representations.
- LL/PT 352. Participatory Democracy in the Americas.
- PLTC 203. Colorblind or Racialized? Law and Policy in the Making of Race.
- PLTC 212. Race and Mass Incarceration in the United States.
- PLTC 260. Nationalism and Nation Building.
- PLTC 282. Constitutional Law II: Rights and Identities.
- PLTC 344. Ethnicity and Conflict.
- PT/SO 212. Race and Mass Incarceration in the United States.
- SOC 212. Race and Mass Incarceration in the United States.
- SOC 250. Privilege, Power, and Inequality.
- SOC 340. Work, Family, and Social Inclusion.
- SOC 350. Race, Crime, and Punishment in America.

Improvisation and Experimentation in the Arts (C023)

GEC Coordinator: Position vacant at publication

This area of inquiry emphasizes the development of creative work in response to various modern and postmodern practices. Improvisation is a working method that emphasizes the moment, bringing past experience to bear in the concrete immediacy of the present. Experimentation typically involves innovating or even undermining the status quo. Students working in this concentration experience these generative methods—including chance operations, contact improvisation, sampling, gesture invention, appropriation, and quotation—across multiple disciplines.

Four credits, with no more than two credits from any one department/program. Any two studio dance courses count as one concentration credit. No non-Bates credits may be applied toward the concentration. This concentration is not open to students who have declared concentration C012 (The Collaborative Project).

Courses:

- AVC 209. Video: Moving Image as an Artistic Practice.
- AVC 210. Drawing and Intention.
- AVC 211. Animation I: Hand-Drawn Animation.
- AVC 213. Drawing: Realism to Abstraction.
- AVC 215. Painting: Abstraction and Invention.
- AVC 279. Abstract Expressionism.
- AVC 316. Printmaking Workshop.
- AVC 350. Visual Meaning: Process, Material, Format.
- DANC 151. Making Dance.
- DANC 251. Making Dance II.
- DANC 270A. Studio: Modern I.
- DANC 270C. Studio: Modern Partnering.
- DANC 270G. Studio: Dance Ensemble, Intermediate.
- DANC 270I. Studio: Improvisation.
- DANC 270K. Studio: Hip Hop.
- DANC 270N. Studio: Ballet III.
- DANC 270P. Studio: Flamenco.
- DANC 300. Bates Dance Festival.
- MUS 219. Composing Sonic Systems.
- MUS 222. Jazz Performance Workshop.
- MUS s27. Exploring Jazz Guitar.

Japanese Language (C043)

GEC Coordinator: Keiko Konoeda

A concentration in the study of modern Japanese language.

Any four credits. Students entering Bates with proficiency in the language should begin the sequence of four credits for the concentration at the level at which they are initially placed. No more than two language credits taken in an approved off-campus study program in Japan may be counted toward the concentration. Two non-Bates credits may be applied toward this concentration if judged appropriate upon application to the coordinator. Not open to students who declare an East Asian Studies major (Japanese track), a major or minor in Japanese, or the concentration C046 (Japanese Society and Culture).

Courses:

- JPN101 Beginning Japanese I
- JPN102 Beginning Japanese II
- JPN201 Intermediate Japanese I
- JPN202 Intermediate Japanese II
- JPN305 Upper Intermediate Japanese
- JPN350 Topics in Advanced Japanese

Japanese Society and Culture (C046)

GEC Coordinator: Justine Wiesinger

This concentration offers courses in a range of disciplines including history, literature, religious studies, economics, and language, all of which focus on Japan.

Four credits, including no more than two of the following: JPN 101, 102, 201, 202, 305, 350. Up to two credits on an approved study-abroad program in Japan may be counted toward the concentration with prior approval. This concentration is not open to students who declare a major or minor in Japanese, a major in East Asian studies, a minor in Asian studies, or the concentration C043 (Japanese Language).

Courses:

- Any Bates Fall Semester Abroad, Japan course.
- AS/JA 125. Japanese Literature and Society.
- AS/JA 130. Japanese Film: Exploring Japanese Horror Films from the Silent Era to the Present.
- AS/JA 215. Film, Literature, and the Cultures of Postwar Japan.
- AS/JA 261. Cultural History of Japan: From Jōmon Pottery to Manga.
- AS/JA 27. Hiroshima and Nagasaki.
- ASIA 215. Film, Literature, and the Cultures of Postwar Japan.
- ASIA 235. Supernatural in East Asia.
- AV/AS 236. Japanese Arts and Visual Culture.
- JPN 101. Beginning Japanese I.
- JPN 102. Beginning Japanese II.

- JPN 201. Intermediate Japanese I.
- JPN 202. Intermediate Japanese II.
- JPN 215. Film, Literature, and the Cultures of Postwar Japan.
- JPN 305. Upper Intermediate Japanese.
- JPN 350. Topics in Advanced Japanese.
- JPN S25. Traditional Japanese Theater: Noh, Puppet Theater, and Kabuki.
- FYS 491. Reading Japan in Multicultural Picture Books.
- FYS 501. Japan on Screen.

Knowledge, Action, and the Public Good (C091)

GEC Coordinator: Emily Kane

This concentration is designed to recognize and cultivate two elements of the college's mission, informed civic action and responsible stewardship of the wider world. The concentration focuses on coursework and other learning experiences related to civic and community engagement at the local, state, regional, national and global levels, as well as exploration of the reciprocal co-creation of knowledge and its role in promoting the public good.

Four credits offered in at least three departments or programs and participation in occasional reflection activities if requested by the Harvard Center for Community Partnerships. The list below includes courses tagged as "Community Engaged Learning" (CEL), as well as other approved courses. Only one of the credits applied to the GEC may be a non-CEL tagged course. One independent study or thesis credit, pre-approved by the Harvard Center, may count toward the concentration. One credit may be replaced by a co-curricular experience approved by the Harvard Center (guidelines for the process of approval are available on the Harvard Center website). One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AM/HI 299. White Supremacy: An American History.
- AM/RE 272. Islam in the Americas.
- AMST 299. White Supremacy: An American History.
- AN/LL 205. Citizenship, Borders, and Belonging.
- ANTH 210. Ethnographic Methods.
- ANTH 333. Culture and Interpretation.
- ANTH s32. Introduction to Archaeological Fieldwork.
- ASTR 106. Introduction to Astronomy/Lab.
- AVC 309. Advanced Video Production.
- BI/EA 113. Marine Science.
- BI/ES 246. Conservation Biology.
- BI/ES 302. Restoration Ecology/Lab.
- BI/ES 303. Restoration Ecology.
- BIO 126. Science Communication.
- BIO 133. Biology of Cooperation.
- BIO 302. Restoration Ecology/Lab.
- BIO 315. Microbiology/Lab.

- DC/GS 106. TechnoGenderCulture.
- DC/MA 316. PIC Math: Topics in Industrial Mathematics.
- DCS 304. Online Community Building and Digital Activism.
- DN/ED s29. Tour, Teach, Perform.
- ED/GS 384. Education in a Globalized World.
- ED/SO 242. Race and Justice in American Education.
- ED/SO 380. Education, Reform, and Politics.
- EDUC 231. Perspectives on Education.
- EDUC 235. Teaching in the Sciences.
- EDUC 255. Adolescent Literacy.
- EDUC 265. Teaching through the Arts.
- EDUC 290. Internship in Education.
- EDUC 310. Critical Perspectives on English Language Learning.
- EDUC 343. Learning and Teaching: Theories and Practice.
- EDUC 360. Independent Study.
- EDUC 362. Basic Concepts in Special Education.
- EDUC 365. Special Topics.
- EDUC 378. Ethnographic Approaches to Education.
- EDUC 447. Curriculum and Methods.
- EDUC 448. Senior Seminar in Teacher Education: Reflection and Engagement.
- EDUC 450. Seminar in Educational Studies.
- EDUC 460. Student Teaching I.
- EDUC 461. Student Teaching II.
- EDUC s26. Qualitative Methods of Education Research.
- EDUC s27. Literacy in the Community.
- ENVR 302. Restoration Ecology/Lab.
- ENVR 308. Urban and Regional Food Systems.
- ENVR 417. Practicum in Community-Engaged Research.
- ENVR 450. Senior Capstone in Environmental Studies.
- FYS 300. Exploring Education through Narratives.
- FYS 376. Inequality, Community, and Social Change.
- FYS 395. The Sporting Life.
- FYS 460. Environmentalism, Social Justice, and Education.
- FYS 491. Reading Japan in Multicultural Picture Books.
- FYS 497. Community Science of Brain Injury in Sports.
- GS/SO 270. Sociology of Gender.
- GS/SO 346. Knowledge, Action, and Social Change.
- GSS 312. Transgender Narratives.
- GSS 335. Tobacco: Gender Matters.
- HIST 299. White Supremacy: An American History.
- HIST s28. Wabanaki History in Maine.
- INDS 238. Queer Power: Political Sociology of U.S. Sexuality Movements.
- MUS 290A. College Choir.
- NS/PY 366. Physiological Psychology.
- PLTC 377. Experiences in Policy Process.

- PLTC s13. Immigration Reform.
- PSYC 240. Developmental Psychology.
- PSYC 262. Community-Based Research Methods.
- PSYC 303. Health Psychology.
- PSYC 340. Infancy.
- PSYC 378. Experiencing the Power of Picture Books.
- PSYC 457B. Senior Thesis/Community-Based Research.
- PSYC 458B. Senior Thesis/Community-Based Research.
- REL 110. Death and Afterlife: Bodies and Souls in Comparative Perspective.
- REL 133. Religion, Violence, and Nonviolence.
- REL 313. Human Suffering: Job, Genesis, and Revelation.
- SOC 104. Contemporary Social Problems: Sociological Perspectives.
- SOC 211. Crime, Justice, and Society.
- SOC 250. Privilege, Power, and Inequality.
- SOC 401. Law and Community Internships.
- SOC s26. Life Course and Aging.

Co-curricular Activities

Community-based Project

One course may be replaced by a co-curricular experience (guidelines for the process of approval are available on the Harvard Center website). Supervised by Harvard Center.

Latin (C010)

GEC Coordinator: Lisa Maurizio

This concentration advances students' skills and insights in Latin language and literature as well as Roman civilization.

Four credits. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Majors in classical and medieval studies may pursue the concentration only if Latin is not used to fulfill their major requirements. No more than two courses from this concentration may count towards a major in Classical and Medieval Studies.

Current offerings include:

- LATN 101 Elementary Latin I
- LATN 102 Elementary Latin II
- LATN 201 Constructing Gender and Imperialism in Rome
- LATN 202 Everyday Life in the Roman and Medieval Worlds
- LATN 203 Humor, Satire, and Power
- LATN 204 Narrating the Past in Latin Literature
- LATN 301 Constructing Gender and Imperialism in Rome
- LATN 302 Everyday Life in the Roman and Medieval Worlds
- LATN 303 Humor, Satire, and Power

- LATN 304 Narrating the Past in Latin Literature
- LATN 360 Independent Study
- LATN S50 Independent Study

Latin American and Latinx Studies (C072)

GEC Coordinator: Karen Melvin

This concentration provides frameworks to better understand the cultures, societies and environments of Latin America and its diasporas, including the many communities that historically pre-existed in the United States, people who have immigrated to the United States from various parts of Latin America, and their descendants.

Four credits with no more than two from any one department or program.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. If studying abroad in Latin America, up to two non-Bates credits may be applied to the concentration if the above conditions are met. This concentration is not open to students who have declared:

- a) in the a mJOR in Latin American studies;
- b) a major in history with a primary concentration on Latin America.

Courses:

- Any Bates Latin American Studies course.
- Any Bates course cross-listed in Latin American Studies.
- AN/ES 242. Environment, Human Rights, and Indigenous Peoples.
- ENVR 223. Politics of Wildlife Conservation.
- FYS 443. Heroes or Villains? Columbus and Fidel (Castro).
- GS/HS 327. Gendered Experiences in the Américas Borderlands.
- GS/PT 219. Social Movements in Latin America.
- GSS 205. Queer Indigenous Studies.
- GSS 206. Gender Traditions and Transformations in the Americas.
- HISP 222. Short Narrative in the Spanish-speaking World.
- HISP 224. Protest and Justice.
- HISP 226. Race and Nation in the Ibero/American World.
- HISP 230. Readings in Spanish American and Spanish Caribbean Literature.
- HIST 301Y/LALS 303/REL 314. The Spanish Inquisition.
- INDS s38. Cannibalism as an Eating Disorder in the Conquest of America.

Law and Society (C013)

GEC Coordinator: Stephen Engel

The "law" as embodied in its text, institutions, function, and outcomes both shapes and is shaped by the culture and society in which it exists. This concentration encourages students to explore the place of law in societies from a variety of disciplines and perspectives.

Any four credits from a minimum of three departments/programs. No more than one non-Bates credit, pre-approved by the concentration coordinator, may be applied toward this concentration. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Courses:

- AMST119 - Cultural Politics
- AMST204 - Native American Governance: Economies, Land, and Judicial Reforms
- AFR227 - #BlackLivesMatter
- ECON222 - Environmental Economics and Policy
- ECON223 - Law and Economics
- PHIL314 - The Environment and What We Owe to Each Other
- HIST206 - The Empire Strikes Back: The Ends of European Empires in the Twentieth Century
- HIST301R - Mere Words? Honor, Reputation, and the Freedom of Speech
- FYS440 - Roots of Nonviolence
- FYS513 - Out of Order: Justice and Injustice in World Legal Histories
- FYS522 - The Least Dangerous Branch? Grappling with Judicial Power in the United States
- PLTC282 - Constitutional Law II: Rights and Identities
- SOCS16 - Crime and Deviance in the American Civil War
- MUS394 - Junior-Senior Seminar in Musicology: Music, Business, and the Law
- NRSC208 - Neuroscience, Ethics, and Society
- PHIL213 - Biomedical Ethics
- PHIL258 - Philosophy of Law
- PHIL268 - Capitalism and Its Critics
- PLTC115 - U.S. Political Institutions and Processes
- PLTC191 - Western Political Theory
- PLTC203 - Colorblind or Racialized? Law and Policy in the Making of Race
- PLTC210 - International Human Rights in Africa
- PLTC216 - Constitutional Law I: Balance of Powers
- PLTC230 - The U.S. Congress
- PLTC238 - Queer Power: Political Sociology of U.S. Sexuality Movements
- PLTC319 - The U.S. Presidency: Development and Problems
- PLTC328 - Representation in Theory and Practice
- PLTC346 - Power and Protest
- PLTCS23 - Simulating the Legislative Process
- PSYC317 - Psychology and Law
- PSYC371 - Prejudice and Stereotyping
- PSYC373 - Racism: A Multilevel Approach
- PSYC371 - Prejudice and Stereotyping

- REL120 - Muslims, Christians, and Jews
- SOC211 - Crime, Justice, and Society
- SOC217 - Correcting and Controlling Behavior: A Sociological Perspective on Corrections and Social Control
- SOC350 - Race, Crime, and Punishment in America
- SOC351 - Crime and Justice over the Life Course
- FYS258 - Law and Justice

Learning and Teaching (C084)

GEC Coordinator: Bronwyn Sale

This concentration is designed for students who wish to explore K–12 teaching. The concentration integrates practical experience with a framework that connects the teacher, student, and subject matter.

Complete EDUC 343 Learning and Teaching: Theories and Practice and three additional courses from the list below. The field placement associated with EDUC 343 is at a grade level determined by the student's teaching interest. One non-Bates credit may count toward concentration with prior approval of the concentration coordinator if judged comparable to those below. Not open to students who declare a minor in Education.

Courses:

- EDUC231 - Perspectives on Education
- EDUC235 - Teaching in the Sciences
- EDUC255 - Adolescent Literacy
- EDUC242 - Race and Justice in American Education
- EDUC263 - Comparative and International Education
- EDUC265 - Teaching through the Arts
- EDUC274 - Educational Psychology
- EDUC362 - Basic Concepts in Special Education
- EDUC390 - Discipline, Race, and Schooling
- EDUCS19 - Theory and Practice of Writing and Tutoring
- EDUCS27 - Literacy in the Community
- PSYC274 - Educational Psychology
- SOC242 - Race and Justice in American Education

Material Culture (C083)

GEC Coordinator: Myron Beasley

Material culture has been defined from numerous perspectives most notably anthropology, archaeology, art history, cultural theory, and history. Since the 1970s in particular, scholars in these and other disciplines have used material culture sources of evidence to explore the everyday lives of ordinary citizens. The term material culture refers both to the psychological role, the meaning, that all physical objects in the environment have

to mean something to people in a particular culture and to the range of manufactured objects that are typical within a socio-culture and form an essential part of cultural identity. Generally speaking, the phrase "material culture" refers to the "things" of our daily lives. This can mean things we purchase, create, or otherwise come by. Our material lives range from our bodies to the clothes we wear, the specific objects we use, the food we eat, and the places we go. In essence, it is the "stuff" of our daily lives—products of culture.

ACS 100 or 280 and three additional credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/AM 119. Cultural Politics.
- AM/AN 222. Archaeology and Colonial Entanglements in North America.
- AM/GS 353. Critical Theory/Critical Acts.
- AMST 200. Introduction to American Studies.
- ANTH 101. Cultural Anthropology.
- ANTH 103. Introduction to Archaeology.
- ASIA 245. Architectural Monuments of Southeast Asia.
- AV/AS 236. Japanese Arts and Visual Culture.
- AV/AS 243. Buddhist Arts and Visual Cultures.
- AV/AS 245. Architectural Monuments of Southeast Asia.
- AV/CM 252. Art of the Middle Ages.
- AV/GS 295. The Decorated Body.
- AVC 245. Architectural Monuments of Southeast Asia.
- AVC 252. Art of the Middle Ages.
- AVC 361. Museum Internship.
- AVC 374. Methods in the Study of Art and Visual Culture.
- CMS 252. Art of the Middle Ages.
- FRE 207. Introduction to Contemporary France.
- INDS 130. Food in Ancient Greece and Rome.
- INDS 210. Technology in U.S. History.
- INDS 267. Blood, Genes, and American Culture.
- PSYC 378. Experiencing the Power of Picture Books.
- THEA 235. Fashion: A Survey of Western Culture.

Medieval Worlds (C051)

GEC Coordinator: Mark Tizzoni

An interdisciplinary exploration of the medieval world that embraces the frameworks of a Global Middle Ages, examining Africa, Asia, Europe, and beyond from roughly 300-1600 CE.

Complete four credits from the list below.

One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. A college-level Latin course may be substituted for one of the four required credits.

Courses:

- ASIA221 - Venice to Tokyo: Religion and Trade along the Spice and Silk Routes
- ASIA259 - Caravans, Khans, and Commissars: A History of Central Eurasia
- AVC241 - The Art of Islam
- AVC250 - Vikings, Vandals, and Visigoths: Art in Early Medieval Europe
- AVC251 - The Age of the Cathedrals
- AVC252 - Art of the Middle Ages
- AVC373 - Art of the Global Middle Ages
- AVCS22 - Hell and Damnation: Imaging the Afterlife
- CHI415 - Readings in Classical Chinese
- CMS102 - Medieval Worlds
- CMS104 - Introduction to Medieval English Literature
- CMS107 - Race, Reception, and the Modern Creation of the Ancient and Medieval Past
- CMS121D - The Many Lives of King Arthur
- CMS206 - Trans/Atlantic Chaucer: Colonizing Identities in the Middle Ages
- CMS216 - Conflict and Community in Medieval Spain
- CMS220 - The Medieval Year
- CMS221 - Venice to Tokyo: Religion and Trade along the Spice and Silk Routes
- CMS241 - The Art of Islam
- CMS250 - Vikings, Vandals, and Visigoths: Art in Early Medieval Europe
- CMS251 - The Age of the Cathedrals
- CMS252 - Art of the Middle Ages
- CMS265 - Florence to Bruges: The Early Renaissance in Europe
- CMS266 - Magic and the Supernatural in the Middle Ages
- CMS276 - Saints, Ships, and Sultans: The Horn of Africa in the Middle Ages
- CMS277 - Medieval Literatures of Resistance: Power and Dissent, 1100-1500
- CMS291 - Colonization and Resistance in Late Antique North Africa
- CMS292 - The Dawn of the Middle Ages
- CMS293 - Trans-Saharan Africa in the Middle Ages
- CMS344 - Chaucer and His Context
- CMS373 - Art of the Global Middle Ages
- CMS395E - Medieval Romance
- CMSS22 - Hell and Damnation: Imaging the Afterlife
- ENG104 - Introduction to Medieval English Literature
- ENG121D - The Many Lives of King Arthur
- ENG206 - Trans/Atlantic Chaucer: Colonizing Identities in the Middle Ages
- ENG249 - Medieval English Dream Visions
- ENG344 - Chaucer and His Context
- ENG395E - Medieval Romance
- FYS341 - King Arthur: Myth and Legend
- HIST102 - Medieval Worlds

- HIST292 - The Dawn of the Middle Ages
- HIST293 - Trans-Saharan Africa in the Middle Ages
- REL221 - Venice to Tokyo: Religion and Trade along the Spice and Silk Routes

Middle East in Global Context (C090)

GEC Coordinator: Senem Aslan

This concentration focuses on the Middle East and Middle Eastern identities in non-Middle Eastern contexts, including Africa, Europe, and the United States.

Any four credits from a minimum of three departments/programs. No more than two Religious Studies credits may be applied to this GEC. If studying abroad in the Middle East and North Africa, up to two non-Bates credits may be applied to the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AM/EN 247. Contemporary Arab American Literature.
- AV/CM 241. The Art of Islam.
- CM/HI 293. Trans-Saharan Africa in the Middle Ages.
- CM/RE 238. Jews and Judaism in Antiquity.
- CM/RE 264. Islamic Civilization: Politics, History, Arts.
- CMS 293. Trans-Saharan Africa in the Middle Ages.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 240E. Le Maghreb: Vue de l'Enfance.
- FYS 400. The United States in the Middle East.
- HI/RE 320. Religion and Government in the Middle East: Colonialism to the Arab Spring.
- HIST 293. Trans-Saharan Africa in the Middle Ages.
- HIST 320. Religion and Government in the Middle East: Colonialism to the Arab Spring.
- INDS 221. Venice to Tokyo: Religion and Trade along the Spice and Silk Routes.
- PLTC 205. State-Society Relations in the Modern Middle East.
- PLTC 260. Nationalism and Nation Building.
- PLTC 262. Politics of the Modern Middle East.
- PLTC s24. Politics of Imagery in the Middle East.
- PLTC s26. The Forever Wars: The Politics of U.S. Involvement in Afghanistan and Iraq.
- REL 112. Introduction to Islam: Religion, Practice, and Culture.
- REL 120. Muslims, Christians, and Jews.
- REL 320. Religion and Government in the Middle East: Colonialism to the Arab Spring.

Modern Europe (C024)

GEC Coordinator: James Richter

This concentration encourages students to improve their ability to communicate in one of four languages spoken in Europe, and to increase their knowledge of the dynamic nature of European development from eighteenth century to the present.

Four credits, including two credits in a single European language (French, German, Russian, or Spanish) and two credits in European studies. One language credit in French, German, Russian, or Spanish, and one credit in modern European history, politics, sociology completed on a Bates-approved study-abroad program in Europe may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval of the concentration coordinator. Not open to European Studies majors.

Courses:

- AVC 279. Abstract Expressionism.
- AVC 281. Realism and Impressionism.
- AVC 282. Modern European Art.
- ENG 254. Modern British Literature since 1900.
- ES/RU 216. Nature in the Cultures of Russia.
- EU/GR 254. Berlin and Vienna, 1900–1914.
- EU/HI 104. Revolutionary Europe and Its Legacies, 1789 to Yesterday.
- EU/HI 206. The Empire Strikes Back: The Ends of European Empires in the Twentieth Century.
- EU/SO 290. Political Sociology.
- EUS 101. Introduction to Europe.
- EUS 215. Jewish Lives in Eastern Europe: History, Memory, Story.
- EUS 240. Daily Life under Hitler and Stalin.
- EUS 247. Contemporary Russia on Film.
- EUS 261. Slavic Europe.
- EUS 290. Political Sociology.
- FR/GS 151. Gender, Race, and Social Class in French and Francophone Film.
- FRE 101. Elementary French I.
- FRE 102. Elementary French II.
- FRE 201. Intermediate French.
- FRE 205. Oral French.
- FRE 207. Introduction to Contemporary France.
- FRE 235. Advanced French Language and Introduction to Film Analysis.
- FYS 297. The Idea of Europe.
- FYS 425. Politics and Memory in Central and Eastern Europe.
- GER 101. Introduction to German Language and Culture I.
- GER 102. Introduction to German Language and Culture II.
- GER 201. Intermediate German Language and Culture I.
- GER 202. Intermediate German Language and Culture II.
- GER 233. Advanced German Language and Introduction to German Studies.
- GER 252. Tracing the Autobiographical: Personal Narratives in German Literature.

- GER 253. Contemporary German Cultures.
- GER 262. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- GER 341. Landscapes and Cityscapes in German Media.
- GER 350. Margins and Migrations.
- GER 358. Literature and Film of the German Democratic Republic.
- GER s26. The Split Screen: Reconstructing National Identities in West and East German Cinema.
- GS/HS 344. Gendering Social Awareness in Contemporary Spain.
- HISP 201. Intermediate Spanish I.
- HISP 202. Intermediate Spanish II.
- HISP 205. Advanced Spanish.
- HISP 228. Screen and Media.
- HISP 362. Culture in Franco Spain.
- INDS 301A. Sex and the Modern City: European Cultures at the Fin-de-Siècle.
- INDS s18. Wilde Times: Scandal, Celebrity, and the Law.
- PLTC 232. The Politics of Post-Communism.
- PLTC 344. Ethnicity and Conflict.
- RUSS 101. Elementary Russian I.
- RUSS 102. Elementary Russian II.
- RUSS 201. Intermediate Russian I.
- RUSS 202. Intermediate Russian II.
- RUSS 301. Advanced Russian I.
- RUSS 302. Advanced Russian II.
- RUSS 306. Advanced Russian Culture and Language.
- RUSSS27. Russian Myths & Legends
- SOC 290. Political Sociology.
- THEA s33. Central European Theater and Film.

Music and Culture (C080)

GEC Coordinator: Gina Andrea Fatone

This concentration provides opportunities to examine and consider the ways that music and culture shape each other. Individually and collectively, the courses cover a vast range of musical traditions and their cultures, as well as introducing many ways of combining musical, historical, anthropological, and cultural-theoretical tools of analysis.

Complete four courses from the list below. One non-Bates credit may be applied to the concentration, if judged comparable to one of those below, with pre-approval by the coordinator. Not open to students who have declared a major or minor in Music.

Courses:

- AFR249 - African American Popular Music
- ANTH212 - How Music Performs Culture: Introduction to Ethnomusicology
- ANTH298 - Musical Ethnography: Writing Music Culture
- MUS103 - Music in World Cultures

- MUS210 - Classical Music in Western Culture
- MUS212 - How Music Performs Culture: Introduction to Ethnomusicology
- MUS247 - History of Jazz
- MUS248 - Music in Contemporary Popular Culture
- MUS249 - African American Popular Music
- MUS252 - Musics of Asia and the Pacific
- MUS253 - Music and the Embodied Mind
- MUS298 - Musical Ethnography: Writing Music Culture
- MUS392 - Community-Engaged Music and Well-being
- MUSS25 - Performing Musical Art of Indonesia
- PSYC253 - Music and the Embodied Mind

Philosophy (C042)

GEC Coordinator: David Cummiskey

This concentration introduces students to the reflective enterprise that is philosophy. There is a sense in which philosophy is the original interdisciplinary subject. In the words of the twentieth-century American philosopher Wilfrid Sellars: "The aim of philosophy, abstractly formulated, is to understand how things in the broadest possible sense of the term hang together in the broadest possible sense of the term." As such, philosophy attempts to understand how all of the many descriptions and explanations of things that are given by the other disciplines are related to one another.

Any four credits. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a philosophy major or minor.

Courses:

- Any Philosophy course

Philosophy and Psychology (C031)

GEC Coordinator: David Cummiskey

This concentration is intended to acquaint students with scholarly work on questions of interest to both philosophers and psychologists, and to facilitate students' own clear thinking on such issues. Given the breadth of the disciplines of philosophy and psychology, a wide variety of issues is addressed in these courses. Topics include moral judgment, moral responsibility, sensation and perception, the self, theory of mind, and the relationship between mind and brain. Students consider such issues from both disciplinary perspectives.

Four credits from the list below, two of which must be from philosophy and two of which must be from psychology or neuroscience. FYS 362, 427, 481, or 503 may be substituted for one of the philosophy credits and FYS 308 or 455 may be substituted for one of the psychology credits. Two non-Bates credits may be

applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AM/PY 372. Racial and Ethnic Identity Development.
- AS/PY 260. Cultural Psychology.
- ASIA 260. Cultural Psychology.
- BI/PL 323E. Philosophy of Evolution.
- BIO 323E. Philosophy of Evolution.
- CM/PL 271. Ancient Philosophy.
- CMS 271. Ancient Philosophy.
- FYS 308. Searching for the Good Life.
- FYS 362. Biomedical Ethics.
- FYS 427. Introduction to Ecopsychology: The Human-Nature Relationship.
- FYS 429. Thinking and Feeling.
- FYS 455. Neuroscience Fiction.
- FYS 481. Truth.
- FYS 503. Making Moral Minds: Nature, Nurture, and the Sources of Morality.
- GS/PL 262. Feminist Philosophy.
- MU/PY 253. Music and the Embodied Mind.
- NRSC 160. Introduction to Neuroscience
- NRSC 208. Neuroscience, Ethics, and Society.
- NRSC 335. Degeneration and Regeneration of the Nervous System.
- NS/PY 304. Embodied Cognition, Technoculture, and the Future of Identity.
- NS/PY 330. Cognitive Neuroscience/Lab.
- NS/PY 331. Cognitive Neuroscience.
- NS/PY 361. Topics in Affective Neuroscience.
- NS/PY 362. Psychopharmacology.
- NS/PY 363. Physiological Psychology/Lab.
- NS/PY 366. Physiological Psychology.
- PHIL 150. Philosophies to Live By.
- PHIL 195. Introduction to Logic.
- PHIL 210. Philosophy of Cognitive Science.
- PHIL 211. Philosophy of Science.
- PHIL 213. Biomedical Ethics.
- PHIL 233. Making Moral Minds: Nature, Nurture, and the Sources of Morality.
- PHIL 235. Philosophy of Mind.
- PHIL 236. Theory of Knowledge.
- PHIL 245. Metaphysics.
- PHIL 255. Human Nature, Politics, and Morals.
- PHIL 256. Moral Philosophy.
- PHIL 257. Moral Luck and Social Identity.
- PHIL 272. Philosophy in the Modern Era (1600-1800).
- PHIL 274. 20th C European Philosophy: Consciousness and Reality.
- PHIL 310. Buddhist Philosophy.

- PHIL 321J. Self-Knowledge.
- PHIL 321K. Philosophy of Animal Minds.
- PHIL 323C. The Metaphysics of Action.
- PHIL 323E. Philosophy of Evolution.
- PHIL 324E. Virtue and Emotions.
- PHIL 332. Moral Psychology.
- PHIL s17. The Ethics of Care.
- PHIL s23. Reparations.
- PHIL s29. Logic: Possibility, Proofs, and Paradox.
- PL/RE 260. Philosophy of Religion.
- PSYC 101. Principles of Psychology.
- PSYC 211. Psychology of Personality.
- PSYC 215. Medical Psychology.
- PSYC 222. Applied Cognitive Psychology.
- PSYC 230. Cognitive Psychology.
- PSYC 235. Abnormal Psychology.
- PSYC 240. Developmental Psychology.
- PSYC 260. Cultural Psychology.
- PSYC 275. Psychology of Sport, Exercise, and Performance.
- PSYC 302. Sensation and Perception.
- PSYC 317. Psychology and Law.
- PSYC 341. Advanced Topics in Developmental Psychology.
- PSYC 374. Psychology of Language.
- PSYC 380. Social Cognition.
- PSYC 381. The Self.
- PY/RL 312. Psychology of Religion.
- PY/SO 210. Social Psychology.

Physics of the Large and Small (C056)

GEC Coordinator: John Smedley

Physics is the study of matter and energy. A very small number of fundamental physical principles provide a coherent and unified understanding of an enormous variety of phenomena, ranging in scale from the subnuclear to the cosmological. Any set of physics and astronomy courses illustrates these principles and their coherence.

Any four credits. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration. Students may not use more than one of the following toward the concentration: CHEM 301, 302, or 310. Not open to students who declare a major or minor in physics.

Courses:

- ASTR106 Introduction to Astronomy/Lab

- ASTR202 Galaxies and Cosmology
- CHEM301 Quantum Chemistry
- CHEM302 Statistical Thermodynamics
- CHEM310 Biophysical Chemistry
- ENVR229 Electric Grids
- PHYS103 Musical Acoustics/Lab
- PHYS106 Energy & Environment
- PHYS107 Physics of Living Systems I/Lab
- PHYS108 Physics of Living Systems II/Lab
- PHYS109 Energy, Matter, and Motion
- PHYS115 Physics for Policymakers
- PHYS119 The Anthropocene
- PHYS211 Newtonian Mechanics
- PHYS216 Computational Physics
- PHYS220 Dynamical Climate
- PHYS221 Nucl and Rad Physics
- PHYS222 Electricity and Magnetism
- PHYS230 Electronics
- PHYS231 Laboratory Physics/Lab
- PHYS255E Nonlinear Models and Chaos
- PHYS301 Mathematical Methods of Phys
- PHYS308 Introductory Quantum Mechanics
- PHYS309 Quantum Computing
- PHYS341 Condensed Matter
- PHYS360 Independent Study
- PHYS361 Thermal Physics
- PHYS373 Classical and Modern Optics
- PHYS409 Quantum Theory
- PHYS412 Advanced Classical Mechanics
- PHYS422 Electromagnetic Theory
- PHYS457 Senior Thesis
- PHYS458 Senior Thesis
- PHYSS11 Modeling in Physical Sciences
- PHYSS31 Spacetime, Waves, and Photons
- PHYSS34 Elementary Particle Physics
- PHYSS50 Independent Study

Popular Culture (C040)

GEC Coordinator: Jon Cavallero

This concentration encourages students to explore different genres of popular culture from a variety of cultures in order to understand the powerful impact they have on shaping peoples' values and attitudes.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/AM 119. Cultural Politics.
- AF/MU 249. African American Popular Music.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AM/AV 288. Visualizing Race.
- AS/JA 261. Cultural History of Japan: From Jōmon Pottery to Manga.
- ASIA 245. Architectural Monuments of Southeast Asia.
- AV/AS 245. Architectural Monuments of Southeast Asia.
- AVC 245. Architectural Monuments of Southeast Asia.
- ENG 260. Passages to and from India.
- FYS 423. Humor and Laughter in Literature and Visual Media.
- MUS 248. Music in Contemporary Popular Culture.
- PHIL s20. Film as Philosophy.
- RFSS 276. Television Criticism.
- RFSS 391A. The Rhetoric of Alien Abduction.

Post/Colonial Issues in French and Spanish (C032)

GEC Coordinator: Kirk Read

The French and Spanish empires left linguistic, cultural, and sociopolitical legacies throughout the world. Colonial territories and postcolonial nations have responded to colonial power structures through self-inquiry and contestation. The courses included in this concentration approach colonial and postcolonial issues in French and Spanish through various critical perspectives. The concentration requires intermediate proficiency in both French and Spanish.

Four credits, at least one of which must be from French and at least one of which must be from Hispanic studies. Students are expected to have at least an intermediate level of proficiency in both languages. An approved co-curricular project may substitute for one credit or two non-Bates credits may be applied toward this concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a major or minor in French or Spanish.

Courses:

- AM/FR 240I. French in Maine.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 207. Introduction to Contemporary France.
- FRE 208. Introduction to the Francophone World.
- FRE 240E. Le Maghreb: Vue de l'Enfance.
- FRE 240F. Borders and Disorders.
- FRE 250. Power and Resistance through Writing.

- FRE 374. Écrire la Révolution: French Literature in the Nineteenth Century.
- FRE 378. Voix francophones des Antilles.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FRE S15. Gender, Race, and Social Class in French and Francophone Film.
- FRE S39. Tintin et les Intellos.
- FYS 318. Through the Eyes of Children.
- GS/HS 327. Gendered Experiences in the Américas Borderlands.
- HISP 224. Protest and Justice.
- HISP 230. Readings in Spanish American and Spanish Caribbean Literature.
- INDS 321. Afroambiente: Escritura negra y medio ambiente.

Co-curricular Activities

Community-based Project

An approved community-based project may replace one course Supervised by concentration coordinator.

Premodern History (C048)

GEC Coordinator: Sylvia Federico

The historical study of peoples and cultures to 1500 C.E.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/GS 303. Birthing while Black.
- AFR 303. Birthing while Black.
- AS/HI 171. Imperial China.
- AV/CM 251. The Age of the Cathedrals.
- AV/CM 252. Art of the Middle Ages.
- AV/CM 265. Florence to Bruges: The Early Renaissance in Europe.
- AVC 251. The Age of the Cathedrals.
- AVC 252. Art of the Middle Ages.
- AVC 265. Florence to Bruges: The Early Renaissance in Europe.
- CM/HI 101. Introduction to the Ancient World.
- CM/HI 102. Medieval Worlds.
- CM/HI 108. Roman Civilization: The Republic.
- CM/HI 109. Roman Civilization: The Empire.
- CM/HI 112. Ancient Greek History.
- CM/HI 216. Conflict and Community in Medieval Spain.
- CM/HI 292. The Dawn of the Middle Ages.
- CM/HI 293. Trans-Saharan Africa in the Middle Ages.
- CMS 109. Roman Civilization: The Empire.
- CMS 251. The Age of the Cathedrals.

- CMS 252. Art of the Middle Ages.
- CMS 265. Florence to Bruges: The Early Renaissance in Europe.
- CMS 292. The Dawn of the Middle Ages.
- CMS 293. Trans-Saharan Africa in the Middle Ages.
- ENG 395Y. Medieval London.
- GSS 303. Birthing while Black.
- HI/LL s29. Montezuma's Mexico: Aztecs and their World.
- HIST 109. Roman Civilization: The Empire.
- HIST 292. The Dawn of the Middle Ages.
- HIST 293. Trans-Saharan Africa in the Middle Ages.

Producing Culture: Arts and Audience (C061)

GEC Coordinator: Trian Nguyen

Composers, choreographers, directors, curators, and producers often interact with performing artists, studio artists, and writers in order to engage audiences. What is produced, for whom, and in support of which values? Work in this concentration considers the interrelationship between cultural producers and cultural consumers.

Any four credits from at least two departments/programs. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AF/AM 119. Cultural Politics.
- AF/DN 252. Contemporary Issues in Dance.
- AF/MU 249. African American Popular Music.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- ASIA 246. Visual Narratives: Storytelling in East Asian Art.
- AV/AS 246. Visual Narratives: Storytelling in East Asian Art.
- AV/AS 247. The Art of Zen Buddhism.
- AV/AS s29. Modern Vietnamese Culture through Film.
- AVC 209. Video: Moving Image as an Artistic Practice.
- AVC 246. Visual Narratives: Storytelling in East Asian Art.
- AVC 361. Museum Internship.
- AVC s26. Museum Studies.
- DANC 250. Dance History.
- DANC 300. Bates Dance Festival.
- ENG 260. Passages to and from India.
- INDS 287. Chinese Drama and Storytelling.
- MUS 103. Music in World Cultures.
- MUS 247. History of Jazz.
- MUS s25. Performing Musical Art of Indonesia.
- THEA 231. Scene Design.

- THEA 233. Costume Design.

Public Health (C065)

GEC Coordinator: Heidi Taylor

This concentration explores public and community health from interdisciplinary perspectives, looking at such issues as medical practice; public policy concerning health care; sociology of race, class, and gender; and cultural constructions of health and sickness. It aims to expose students to public health issues at global, national, and local levels. It may include community-engaged learning, courses from abroad, community-based research, and internships.

Four credits (or three credits and one co-curricular activity) including at least one from List A (foregrounding science) and at least one credit from List B (foregrounding the social sciences and the humanities). No more than two credits can come from any single department or program. Up to two non-Bates credits may be counted if judged equivalent to the courses listed below, or if they contain substantial public health content and have been approved beforehand by the concentration coordinator. One independent study, pre-approved by the coordinator, may also count towards the concentration. A co-curricular experience may substitute for one concentration requirement when the experience has a significant academic component, is supervised by a faculty member, and is pre-approved by the concentration coordinator. Students declaring this concentration may not also declare concentration C027 (The Human Body).

List A: BIO 108, 127, 129, 301, 314, 315, 321, 326, 331, 351, s23, s40; BI/CH 304; CHEM 125, 321; ENVR 203; FYS 236, 262; GS/PY 343; NS/PY 362;

List B: AF/HI 280; AF/GS 303; AM/PY 372, ANTH108, ECON 222, 325, 335; ENG 263; ENVR 350; FYS 362, 419; GS/PT s14; GS/PY 343; GSS 335, 400C; HIST 294; INDS 236, 267; NRSC 208, s15; PHIL 213; PSYC 235, 303; SOC 230, 235, 330, s15.

Courses:

- AF/GS 303. Birthing while Black.
- AF/HI 280. Health and Healing in Africa.
- AFR 303. Birthing while Black.
- AM/PY 372. Racial and Ethnic Identity Development.
- ANTH108. Medical Anthropology
- BI/CH 304. Biochemistry of Virus Replication and Host Cell Defense Systems.
- BI/MA 255A. Mathematical Models in Biology.
- BIO 127. Emerging and Reemerging Infections across the Globe.
- BIO 129. Human Nutrition.
- BIO 255A. Mathematical Models in Biology.
- BIO 301. Pathophysiology.
- BIO 315. Microbiology/Lab.
- BIO 321. Cellular Biochemistry.
- BIO 326. Cancer Biology/Lab.

- BIO 331. Molecular Biology/Lab.
- BIO 351. Immunology.
- CHEM 125. Bioenergetics and Nutrition.
- CHEM 321. Biological Chemistry I/Lab.
- CHEMS13. Tick Borne Diseases
- CHI s21. Chinese Language, Culture, Health, and Chinese Traditional Medicine.
- ECON 222. Environmental Economics and Policy.
- ECON 325. Prices, Property, and the Problem of the Commons.
- ECON 335. Health Economics.
- ENG 263. Literature, Medicine, Empathy.
- ENVR 203. Scientific Approaches to Environmental Issues/Lab.
- ENVR 350. Environmental Justice.
- FYS 236. Epidemics: Past, Present, and Future.
- FYS 305. Corporal Culture: Body and Health in America.
- FYS 362. Biomedical Ethics.
- FYS 419. Tobacco in History and Culture.
- FYS 486. Wildlife Diseases: The Nature of Parasitism.
- GS/PY 343. Women, Culture, and Health.
- GSS 303. Birthing while Black.
- GSS 335. Tobacco: Gender Matters.
- GSS 400C. Understanding Disease.
- HIST 294. The Revolutionary Black Atlantic, 1770–1840.
- INDS 236. Race Matters: Tobacco in North America.
- INDS 267. Blood, Genes, and American Culture.
- INDS s15. Health, Culture, and Community.
- MATH 255A. Mathematical Models in Biology.
- NRSC 208. Neuroscience, Ethics, and Society.
- NS/PY 362. Psychopharmacology.
- PHIL 213. Biomedical Ethics.
- PSYC 237. Environmental Psychology.
- PSYC 303. Health Psychology.
- PSYC 363. Physiological Psychology.
- SOC 230. Sociology of Health and Illness.
- SOC 235. Global Health: Sociological Perspectives.
- SOC 330. Sociology of Health Professions.
- SOC s15. Sociology of Sex.

Co-curricular Activities

Fieldwork

Experiential public health community projects must be preapproved by the concentration coordinator and the Harvard Center for Community Partnerships. Supervised by the concentration coordinator.

Queer Studies (C009)

GEC Coordinator: Erica Rand

Queer studies looks at sexuality and gender while foregrounding non-normative or anti-normative perspectives. Queer studies includes considerations of lesbian, gay, bisexual, trans, and genderqueer history, culture, and politics, with mindful attention to the limits and alternatives to those time- and culture-bound terms.

Four credits, one of which must be at the 300 level. One non-Bates credit may be applied toward the concentration if it is determined to be equivalent to a Bates credit in the list below by the concentration coordinator and with prior approval. Ordinarily, a non-Bates credit may not be substituted for the required 300-level credit.

Courses:

- AFR306 - Queer Africana: History, Theories, and Representations
- AMST353 - Critical Theory/Critical Acts
- ANTH209 - Pixelated Parts: Race, Gender, Video Games
- ANTH308 - Feminist and Queer Ethnography
- AVC287 - Gender and Visual Culture
- AVC345 - Trans Studies in the Politics of Visibility
- CMS204 - Classics and the History of Sexuality
- CMS217 - Sex and Gender in Ancient Rome
- ENG283 - Early Modern Sex and Sexuality
- ENG395Q - Reading Feeling: Literature and Affect Theory
- FYS177 - Sex and Sexualities
- FYS191 - Love and Friendship in the Classical World
- FYS203 - Family Stories
- FYS455 - Neuroscience Fiction
- FYS523 - Poetry and Resistance beyond the Gender Binary
- FYS548 - Queer Gender, Race, and Writing
- PLTC219 - Social Movements in Latin America
- PLTC282 - Constitutional Law II: Rights and Identities
- PLTC326 - The Politics of Authenticity
- PSYC309 - The Psychology of Sexual Orientation and Gender Diversity
- REL310 - Gender, Race, and Judaism
- SOC270 - Sociology of Gender
- GSS100 - Introduction to Gender and Sexuality Studies
- GSS202 - Queer and Trans Sports Studies
- GSS208 - Transgender Studies
- GSS312 - Transgender Narratives
- PLTC238 - Queer Power: Political Sociology of U.S. Sexuality Movements
- RFSS260 - Lesbian and Gay Images in Film

Racisms (C041)

GEC Coordinator: Charles Nero

Racism is a system of ideas and practices that deny the humanity of individuals who are ascribed to certain groups and collectivities. The practice of racism has deep historical roots and there is not one single type of racism. Religious, social, scientific, political, and cultural discourses have contributed to racist regimes.

Any four credits, no more than two of which may be from the same department/program. One credit should be at the 300 level. With prior permission of the concentration coordinator two non-Bates credits may be applied toward the concentration if judged comparable to one of those below, but, ordinarily may not be substituted for the required 300-level credit.

Courses:

- AF/AM 119. Cultural Politics.
- AF/AM 227. #BlackLivesMatter.
- AF/DN 252. Contemporary Issues in Dance.
- AF/EN 115. Introduction to African American Literature II: 1910–Present.
- AF/EN 223. Survey of Literatures of the Caribbean.
- AF/EN 268. Survey of Literatures of Africa.
- AF/ES 239. Anti-Blackness and the Environment.
- AF/GS 201. Race, Ethnicity, and Feminist Thought.
- AF/GS 303. Birthing while Black.
- AF/HI 301E. African Slavery in the Americas.
- AF/MU 249. African American Popular Music.
- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AF/RF 202. Coming of Age While Black.
- AF/SO 320. Immigrant Racialization.
- AFR 100. Introduction to Africana.
- AFR 303. Birthing while Black.
- AFR 304. Decolonization.
- AFR 309. Visions of Freedom Before 1619 in the Iberian Black Atlantic.
- AM/AN 222. Archaeology and Colonial Entanglements in North America.
- AM/AV 288. Visualizing Race.
- AM/EN 247. Contemporary Arab American Literature.
- AM/EN 281. Arab American Poetry.
- AM/HI 141. Rise of the American Empire.
- AM/HI 244. Native American History.
- AM/HI 299. White Supremacy: An American History.
- AM/PY 372. Racial and Ethnic Identity Development.
- AMST 299. White Supremacy: An American History.
- AV/EN 208. Asian American Graphic Narrative.
- DANC 250. Dance History.
- ED/SO 242. Race and Justice in American Education.
- EDUC 390. Discipline, Race, and Schooling.
- EN/GS 121G. Asian American Women Writers.

- ENG 105. 9/11 in Literature and Film.
- ENG 119. "I, Too, Sing America": Poetry of this Moment/Movement.
- ENG 143. Nineteenth-Century American Literature.
- ENG 214. Shakespeare and Early Modern Racialization.
- ENVR 350. Environmental Justice.
- EU/HI 206. The Empire Strikes Back: The Ends of European Empires in the Twentieth Century.
- EUS 240. Daily Life under Hitler and Stalin.
- FR/GS 377. Colon/Colonisé: Récits de l'Expérience Nord-Africaine.
- FRE 208. Introduction to the Francophone World.
- FRE 379. Documenting the Genocide of the Tutsi in Rwanda.
- FYS 439. Defining Difference: How China and the United States Think about Racial Diversity.
- FYS 440. Roots of Nonviolence.
- FYS 471. Race, Gender, and Identity in STEM.
- GS/HS 327. Gendered Experiences in the Américas Borderlands.
- GS/SO 340. Work, Family, and Social Inclusion.
- GSS 205. Queer Indigenous Studies.
- GSS 303. Birthing while Black.
- GSS 312. Transgender Narratives.
- GSS 340. Work, Family, and Social Inclusion.
- HI/LL 181. Latin American History: From the Conquest to the Present.
- HI/LL 279. The Age of Revolution: Latin American Edition.
- HIST 294. The Revolutionary Black Atlantic, 1770–1840.
- HIST 299. White Supremacy: An American History.
- INDS 100. African Perspectives on Justice, Human Rights, and Renewal.
- INDS 257. African American Women's History and Social Transformation.
- INDS 267. Blood, Genes, and American Culture.
- INDS 301G. Black Resistance from the Civil War to Civil Rights.
- INDS 301Z. Race and U.S. Women's Movements.
- INDS 305. Art, Power, and Politics.
- INDS 321. Afroambiente: Escritura negra y medio ambiente.
- INDS 325. Black Feminist Literary Theory and Practice.
- INDS 390. Afro-Latinoamérica.
- LL/PT 208. Latinx Politics.
- PHIL 257. Moral Luck and Social Identity.
- PHIL 365D. Reparations and Responsibility.
- PLTC 247. Transition and Transformation in Southern Africa.
- PSYC 371. Prejudice and Stereotyping.
- PSYC 373. Racism: A Multilevel Approach.
- PY/SO 371. Prejudice and Stereotyping.
- PY/SO 373. Racism: A Multilevel Approach.
- REL 255. African American Religious Traditions.
- RFSS 391E. The Interracial Buddy Film.
- SOC 250. Privilege, Power, and Inequality.
- SOC 321. Black Immigrant Narratives.
- SOC 340. Work, Family, and Social Inclusion.

- SOC 350. Race, Crime, and Punishment in America.
- SOC 371. Prejudice and Stereotyping.
- SOC 373. Racism: A Multilevel Approach.
- THEA 306. Prison, Abolition, and the Arts.

Religious Studies (C001)

GEC Coordinator: Cynthia Baker

This concentration focuses on different aspects of religious studies.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Not open to students who declare a major or minor in religious studies.

Courses:

- Any Religious Studies (REL) course
- ASIA243 - Buddhist Arts and Visual Cultures
- AVC243 - Buddhist Arts and Visual Cultures
- ASIA247 - The Art of Zen Buddhism
- AVC247 - The Art of Zen Buddhism
- ASIA248 - The Art of Rock-Cut Architecture in Asia
- AVC248 - The Art of Rock-Cut Architecture in Asia
- ASIA289 - Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC289 - Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture
- AVC251 - The Age of the Cathedrals
- CMS251 - The Age of the Cathedrals
- AVC252 - Art of the Middle Ages
- CMS252 - Art of the Middle Ages
- AVC373 - Art of the Global Middle Ages
- CMS373 - Art of the Global Middle Ages
- AVCS22 - Hell and Damnation: Imaging the Afterlife
- CMSS22 - Hell and Damnation: Imaging the Afterlife
- FYS152 - Religion and Civil Rights
- FYS346 - Desire, Devotion, Suffering
- FYS445 - The Nature of Spirituality
- HIST301Y - The Spanish Inquisition
- LALS303 - The Spanish Inquisition
- REL314 - The Spanish Inquisition
- PHIL310 - Buddhist Philosophy

Renaissance: Arts and Letters (C035)

GEC Coordinator: Sanford Freedman

The literature and visual arts from the late fourteenth through the early eighteenth centuries in Europe and its American colonies helped shape many of our contemporary cultural models. The Renaissance marked a shift in worldview: Humanism shaped the centrality of the individual; religion once again became an ideological battleground; new national states developed capitalism; slavery took hold in the Americas; technology advanced the spread of empire; and national languages acquired a new prestige.

Four credits, at least one of which must be from List A (courses in the visual arts) and at least one of which must be from List B (courses in literature and textual culture.) Two non-Bates credits may be applied toward the concentration if judged comparable to those below by the concentration coordinator and with prior approval.

List A: AVC 264, 271, 285, s18; AV/CM 251, 265.

List B: ENG 129, 202, 204, 213, 214, 222, 226, 282, 395A, s43; FRE 250, 375; HIST 140; HS/LS 341; INDS 301Y.

Courses:

- AV/CM 251. The Age of the Cathedrals.
- AV/CM 265. Florence to Bruges: The Early Renaissance in Europe.
- AVC 251. The Age of the Cathedrals.
- AVC 264. Leonardo and His Heirs: High Renaissance and Mannerism.
- AVC 265. Florence to Bruges: The Early Renaissance in Europe.
- AVC 271. Italian Baroque Art.
- AVC 272. Northern Baroque Art.
- AVC 285. Renaissance and Post-Renaissance Gardens and Landscape Architecture.
- CMS 251. The Age of the Cathedrals.
- CMS 265. Florence to Bruges: The Early Renaissance in Europe.
- ENG 129. Introduction to Early Modern English Literature.
- ENG 213. Shakespeare.
- ENG 214. Shakespeare and Early Modern Racialization.
- ENG 222. Seventeenth-Century Literature: Animal and Political Lives.
- ENG 282. Paradise Lost: Contexts and Afterlives.
- ENG s43. Shakespeare in the Theater in London.
- FRE 250. Power and Resistance through Writing.
- FRE 372. Woman Writer/Women Written.
- HIST 140. Origins of New Nations, 1500–1820.
- HS/LL 341. Lectura americana de Cervantes.
- INDS 301Y. The Spanish Inquisition.
- INDS s38. Cannibalism as an Eating Disorder in the Conquest of America.

Russian Language (C069)

GEC Coordinator: Raluca Cernahoschi

This concentration encourages the study of Russian language and culture.

Four of the following credits. Up to two credits in Russian language, culture, or literature taken in an off-campus study program may substitute for up to two credits with the approval of the coordinator. Not open to students who declare a minor in Russian.

Courses:

- Any Bates Fall Semester Abroad, Russia course.
- ES/RU 216. Nature in the Cultures of Russia.
- EUS 240. Daily Life under Hitler and Stalin.
- EUS 261. Slavic Europe.
- RUSS 101. Elementary Russian I.
- RUSS 102. Elementary Russian II.
- RUSS 201. Intermediate Russian I.
- RUSS 202. Intermediate Russian II.
- RUSS/EUS 247. Contemporary Russia on Film.
- RUSS 301. Advanced Russian I.
- RUSS 302. Advanced Russian II.
- RUSS 306. Advanced Russian Culture and Language.

Sound (C005)

GEC Coordinator: John Smedley

This concentration is a wide-ranging exploration of the nature of sound. Topics include the physical nature of sound production, organismal perception of sound, and sonic elements in the performing arts.

Four course credits including two from list A and two from list B. Students selecting MUS 270 or 290 need to complete any two sections to receive one course credit. One music performance co-curricular component may substitute for one music course. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration.

List A: MUS 101, 110, 218, 231, 232, 235, 237, 238, 270, 290A, 290B, 290C, 290D, 290E, 290F, 290H, 392, s27.

List B: AFR/ENG 255; AN/PY 213; AV/TH 221; BIO 102, s31; DC/MU 219, s15; ENG 121W; HISP 337; MU/PY 253; MUS 392, NS/PY 160; PHYS 103; PSYC 302; THEA 132, 261, 263.

Courses:

- BIO s31. Avian Biology/Lab.
- DC/MU 219. Composing Sonic Systems.
- DC/MU s15. Sonic Arts and Crafts.
- MU/PY 253. Music and the Embodied Mind.

- MUS 101. Introduction to Listening.
- MUS 103. Music in World Cultures.
- MUS 110. Music Theory for Beginners.
- MUS 218. Soundscapes: Recording and Designing Sound.
- MUS 231. Music Theory I.
- MUS 232. Music Theory II.
- MUS 235. Music Composition.
- MUS 270. Applied Music.
- MUS 290A. College Choir.
- MUS 290B. American String Band Ensemble.
- MUS 290C. Gamelan Ensemble.
- MUS 290D. Jazz Band and Jazz Combo.
- MUS 290E. Orchestra.
- MUS 290F. Steel Pan Orchestra.
- MUS 290H. Brass Ensemble.
- MUS 392. Community-Engaged Music and Well-being.
- MUS s27. Exploring Jazz Guitar.
- NS/PY 160. Introduction to Neuroscience.
- PHYS 103. Musical Acoustics/Lab.
- PSYC 302. Sensation and Perception.
- THEA 132. Theater Technology.
- THEA 261. Beginning Acting.
- THEA 263. Voice and Speech.

South Asian Studies (C087)

GEC Coordinator: Alison Melnick Dyer

This concentration introduces students to different aspects of the history, culture, religion, literature, and art of South Asia, India, Pakistan, Sri Lanka, Nepal, and Southeast Asia.

Any four credits. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Participation in the SITA (South India Term Abroad) Program may be substituted for two credits with prior approval. Not open to minors in Asian studies.

Courses:

- AS/RE 249. The Hindu Tradition.
- AS/RE 250. Buddhist Traditions.
- AS/RE 251. Religions of Tibet.
- AS/RE 308. Buddhist Texts in Translation.
- ASIA 245. Architectural Monuments of Southeast Asia.
- ASIA 250. Buddhist Traditions.
- AV/AS 243. Buddhist Arts and Visual Cultures.
- AV/AS 245. Architectural Monuments of Southeast Asia.

- AV/AS 248. The Art of Rock-Cut Architecture in Asia.
- AVC 245. Architectural Monuments of Southeast Asia.
- AVC 248. The Art of Rock-Cut Architecture in Asia.
- EACS S16. Paleoseismic and Geomorphic Investigation along the Himalayan Frontal Thrust (HFT), Central Himalaya.
- EN/GS 121G. Asian American Women Writers.
- ENG 260. Passages to and from India.
- FYS 346. Desire, Devotion, Suffering.
- HIST 206. The Empire Strikes Back: The Ends of European Empires in the Twentieth Century.
- MUS 290C. Gamelan Ensemble.
- MUS s25. Performing Musical Art of Indonesia.
- PHIL 310. Buddhist Philosophy.
- REL 250. The Buddhist Tradition.
- RFSS 391F. Bollywood.

The Ancient World (C054)

GEC Coordinator: Lisa Maurizio

This concentration introduces students to peoples of the Greco-Roman and Judaic traditions in the ancient world. Students examine the history, literature, religions, social practices, and material cultures of the Greeks, Romans, and Israelites, as well as the different methodologies scholars employ to understand a distant and different past that still critically shapes the experience of the modern Western world.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Only one course from this concentration may count for a major in Classical and Medieval Studies.

Courses:

- AV/CM 222. Seeing Gods in Ancient Greek Art, Architecture, and Myths.
- CM/GS 204. Classics and the History of Sexuality.
- CM/GS 217. Sex and Gender in Ancient Rome.
- CM/HI 101. Introduction to the Ancient World.
- CM/HI 108. Roman Civilization: The Republic.
- CM/HI 109. Roman Civilization: The Empire.
- CM/HI 112. Ancient Greek History.
- CM/HI 298. Slavery in Ancient Greece and Rome.
- CM/PL 271. Ancient Philosophy.
- CM/RE 218. Greek and Roman Myths.
- CM/RE 235. Introduction to the Hebrew Bible.
- CM/RE 236. Introduction to the New Testament.
- CM/RE 238. Jews and Judaism in Antiquity.
- FYS 191. Love and Friendship in the Classical World.
- FYS 345. Classical Myths and Contemporary Art.
- INDS 130. Food in Ancient Greece and Rome.

- RFSS 100. What is Rhetoric?.

The City in History: Urbanism and Constructed Spaces (C057)

GEC Coordinator: Dolores O'Higgins

This concentration addresses the role of urban centers in human culture from their emergence in earliest recorded history to the present. The study of urban forms, architecture, and spaces is by definition interdisciplinary, integrating social, political, historical, theoretical, geographical, technological, and aesthetic considerations.

Any four credits. One non-Bates credit that focuses on urban history, design, and/or function may be applied toward this concentration if judged appropriate upon application to the coordinator. This may include supervised archaeological fieldwork, with approval of the coordinator.

Courses:

- AF/RF 162. White Redemption: Cinema and the Co-optation of African American History.
- AFR 100. Introduction to Africana.
- AM/FR 240I. French in Maine.
- AM/HI 141. Rise of the American Empire.
- AV/AS 245. Architectural Monuments of Southeast Asia.
- AV/AS 248. The Art of Rock-Cut Architecture in Asia.
- AV/AS 289. Stupa Towers: Forms, Symbols, and Narratives in Buddhist Architecture.
- AV/CM 222. Seeing Gods in Ancient Greek Art, Architecture, and Myths.
- AV/CM 241. The Art of Islam.
- AV/CM 250. Vikings, Vandals, and Visigoths: Art in Early Medieval Europe.
- AV/CM 251. The Age of the Cathedrals.
- AV/CM 252. Art of the Middle Ages.
- AV/CM 265. Florence to Bruges: The Early Renaissance in Europe.
- AVC 264. Leonardo and His Heirs: High Renaissance and Mannerism.
- AVC 285. Renaissance and Post-Renaissance Gardens and Landscape Architecture.
- AVC 377A. Picturesque Suburbia.
- CM/HI 102. Medieval Worlds.
- CM/HI 108. Roman Civilization: The Republic.
- CM/HI 109. Roman Civilization: The Empire.
- ECON 348. Urban Economics.
- ENG 395Y. Medieval London.
- ENVR 209. Sustainable Cities.
- ENVR 308. Urban and Regional Food Systems.
- EU/GR 254. Berlin and Vienna, 1900–1914.
- INDS 301A. Sex and the Modern City: European Cultures at the Fin-de-Siècle.
- SOC 236. Urban Sociology.

Co-Curricular Activities

Research project, internship, fieldwork, performance experience, volunteer work, or community work-study.

Supervised by the art and visual culture department.

The Collaborative Project (C012)

GEC Coordinator: Position vacant at publication

To collaborate is to labor cooperatively with others toward an intellectual goal. In this concentration, students gain experience in an array of methods used to achieve effective collaboration in different contexts. Each course emphasizes collaborative process to generate action, original work, and/or live performance.

Four credits or three credits and one co-curricular component, with a maximum of two credits from any one department/program. Students selecting MUS 290 need to complete any two sections to receive one concentration credit. Students selecting DANC 270 need to complete two sections to receive one concentration credit.

One non-Bates credits may be applied toward this concentration if it is determined to be equivalent to a Bates course in the list below, or if they are judged to be appropriate by the concentration coordinator and with prior approval. This concentration is not open to students who have declared concentration C023 - Improvisation and Experimentation in the Arts.

Courses:

- AVC209 - Introduction to Video Production
- AVC350 - Visual Meaning: Process, Material, Format
- AVC361 - Museum Internship
- DANC151 - Making Dance
- DANC251 - Making Dance II
- DANC270A - Studio: Modern I
- DANC270C - Studio: Modern Partnering
- DANC270D - Studio: Repertory Styles
- DANC270E - Studio: Jazz I
- DANC270F - Studio: Advanced Jazz, Musical Theater
- DANC270G - Studio: Dance Ensemble, Intermediate
- DANC270I - Studio: Improvisation
- DANC270M - Studio: Dance Ensemble, Advanced
- DANC270N - Studio: Ballet III
- DANC270P - Studio: Flamenco
- DANC300 - Bates Dance Festival
- DANC351 - Composition Seminar
- EDUCS29 - Tour, Teach, Perform
- EDUCS26 - Qualitative Methods of Education Research
- MUSS25 - Performing Musical Art of Indonesia

- PLTCS23 - Simulating the Legislative Process
- PSYC262 - Community-Based Research Methods
- THEA231 - Scene Design
- THEA250 - Directing

The Geosphere (C007)

GEC Coordinator: J. Dykstra Eusden

The Earth is in a constant state of change. Creation and destruction of the lithosphere with attendant earthquakes and volcanoes and interactions of the atmosphere and hydrosphere producing climate change illustrate the interconnection of the geosphere and humankind. The study of geologic processes spans scales of time measured in minutes to billions of years; such studies are a key to understanding past, present, and future global and planetary environmental changes. To fully understand and appreciate such changes, the courses in this concentration emphasize the integration of field- and laboratory-based inquiry both in New England and, remotely, on more distant worlds.

Any four credits chosen from the following list. One non-Bates credit may be applied toward the concentration. This concentration is not open to students who have declared a major or minor in earth and climate sciences.

Courses:

- BIO113 - Marine Science
- EACS217 - Mapping and GIS/Lab
- EACS226 - Hydrogeology
- PHYS220 - Dynamical Climate
- EACS103 - Earth Surface Environments and Environmental Change/Lab
- EACS104 - Plate Tectonics and Hazards/Lab
- EACS107 - Katahdin to Acadia: Field Geology in Maine/Lab
- EACS109 - Earth's Climate System/Lab
- EACS119 - The Anthropocene
- EACS210 - Sedimentary Processes and Environments/Lab
- EACS223 - Earth Materials/Lab
- EACS230 - Earth Structure and Dynamics/Lab
- EACS240 - Environmental Geochemistry/Lab
- ENVR220 - GIS across the Curriculum
- ENVR310 - Soils/Lab
- FYS476 - Coastal Hazards/Lab
- FYS477 - The Story of Earth

The Human Body (C027)

GEC Coordinator: Bruno Salazar-Perea

This concentration focuses on knowledges acquired through observation, articulation, and experience of the body.

Any four credits. Any two in DANC 270 or DN/TH 270 courses complete one concentration credit. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. Dance majors and minors are limited to two concentration credits in dance.

Courses:

- Any Bates Dance course.
- Any Bates course cross-listed in Dance.
- AS/CI 225. Art and Politics in China.
- AS/HI s15. Sport, Gender, and the Body in Modern China.
- AV/GS 295. The Decorated Body.
- AVC 212. Drawing: From Still Life to the Model.
- AVC 264. Leonardo and His Heirs: High Renaissance and Mannerism.
- AVC 312. Drawing the Figure.
- AVC 314. Advanced Painting.
- AVC 366. Drawing the Model/Sustained Study.
- BIO 129. Human Nutrition.
- BIO 217. Human Anatomy and Physiology I.
- BIO 218. Human Anatomy and Physiology II.
- BIO 301. Pathophysiology.
- BIO 311. Comparative Anatomy of the Chordates/Lab.
- BIO 320. Pharmacology.
- BIO 326. Cancer Biology/Lab.
- BIO 328. Developmental Biology/Lab.
- BIO 337. Animal Physiology/Lab.
- BIO 351. Immunology.
- CH/NS 320. Mechanisms of Memory.
- CHEM 125. Bioenergetics and Nutrition.
- CHEM 320. Mechanisms of Memory.
- CM/GS 204. Classics and the History of Sexuality.
- CMS 204. Classics and the History of Sexuality.
- DC/GS 106. TechnoGenderCulture.
- ENG 131. Tragedy and the Drama of Voice.
- FYS 305. Corporal Culture: Body and Health in America.
- FYS 395. The Sporting Life.
- FYS 425. Politics and Memory in Central and Eastern Europe.
- FYS 455. Neuroscience Fiction.
- FYS 461. Gut Microbiome: The Next Frontier.
- FYS 520. Vaccines.

- GSS 202. Queer and Trans Sports Studies.
- GSS 204. Classics and the History of Sexuality.
- INDS 267. Blood, Genes, and American Culture.
- INDS 305. Art, Power, and Politics.
- MU/PY 253. Music and the Embodied Mind.
- NRSC 320. Mechanisms of Memory.
- NS/PY 160. Introduction to Neuroscience.
- NS/PY 304. Embodied Cognition, Technoculture, and the Future of Identity.
- NS/PY 363. Physiological Psychology/Lab.
- NS/PY 366. Physiological Psychology.
- PSYC 215. Medical Psychology.
- PSYC 235. Abnormal Psychology.
- PSYC 275. Psychology of Sport, Exercise, and Performance.
- THEA 235. Fashion: A Survey of Western Culture.
- THEA 236. Pattern Drafting and Draping.
- THEA 261. Beginning Acting.
- THEA 263. Voice and Speech.

The Translated World (C067)

GEC Coordinator: Lisa Maurizio

In this concentration, students explore national literatures as well as literatures from different historical epochs in translation. Students consider how these literatures represent culturally distinct experiences and contribute to a complex understanding of global imaginations, values, and societies.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AS/CI 207. Traditional Chinese Literature in Translation.
- AS/CI 223. Communism, Capitalism, and Cannibalism: New and Emerging Voices in Chinese Literature.
- AS/JA 125. Japanese Literature and Society.
- AS/JA 215. Film, Literature, and the Cultures of Postwar Japan.
- AS/JA 227. Hiroshima and Nagasaki.
- ASIA 215. Film, Literature, and the Cultures of Postwar Japan.
- ASIA 235. Supernatural in East Asia.
- CM/GS 204. Classics and the History of Sexuality.
- CM/RE 218. Greek and Roman Myths.
- CMS 204. Classics and the History of Sexuality.
- CMS 250. Vikings, Vandals, and Visigoths: Art in Early Medieval Europe.
- ENG 260. Passages to and from India.
- ES/RU 216. Nature in the Cultures of Russia.
- EU/GR 254. Berlin and Vienna, 1900–1914.

- FYS 191. Love and Friendship in the Classical World.
- FYS 318. Through the Eyes of Children.
- FYS 345. Classical Myths and Contemporary Art.
- FYS 346. Desire, Devotion, Suffering.
- FYS 447. Holocaust on Stage.
- FYS 518. Ancient Magic and its Practitioners.
- GSS 204. Classics and the History of Sexuality.
- INDS 287. Chinese Drama and Storytelling.
- JPN 215. Film, Literature, and the Cultures of Postwar Japan.
- PLTC 243. Politics and Literature.

Theater Arts (C028)

GEC Coordinator: Katalin Vecsey

This concentration serves as an introduction to the study and making of theater.

Four credits in theater, including one of the list separated below. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Complete at least 1 course from the following:

- THEA 101 An introduction to Drama: Theater and Film
- THEA 105 Introduction to Performance Studies
- THEA 201 Contemporary African and Caribbean Theater
- THEA 202 Devising Performance
- THEA 254 Black Theater and Performance in America
- THEA 287 Chinese Drama and Storytelling
- THEA 306 Prison, Abolition, and the Arts

Other Courses:

- Any Theater course
- FYS 437 Arts in Performance
- FYS 447 Holocaust on Stage

Fulfill the other 3 credits of the 4 credit concentration from this list.

Visible Ideas: 2D and 3D Design (C029)

GEC Coordinator: Elke Morris

A design is a plan. In art, the study of design is the study of the relationship between idea and physical form, and how this interaction expresses content. These courses emphasize ways to track and manipulate the

relationship between the essential elements of visual language, including line, color, light, volume, scale, and space.

Four credits, with no more than three from any one department/program. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. One independent study, pre-approved by the coordinator, may also count toward the concentration.

Courses:

- AV/ES s15. Photographing the Landscape.
- AVC 202. Painting: Color and Design.
- AVC 203. Ceramic Design and Techniques.
- AVC 207. Ceramics: Making Sculptural Form.
- AVC 209. Video: Moving Image as an Artistic Practice.
- AVC 211. Animation I: Hand-Drawn Animation.
- AVC 212. Drawing: From Still Life to the Model.
- AVC 213. Drawing: Realism to Abstraction.
- AVC 214. Painting I: Pictorial Structure.
- AVC 215. Painting: Abstraction and Invention.
- AVC 219. Photography: The Digital Image.
- AVC 220. The Digital Composite: A Creative Process.
- AVC 224. The Japanese Tea Bowl.
- AVC 312. Drawing the Figure.
- AVC 314. Advanced Painting.
- AVC 315. Studio Pottery.
- AVC 316. Printmaking Workshop.
- AVC 318. Photography: Perception and Expression.
- AVC 320. Contemporary Photography: A Body of Work.
- AVC 350. Visual Meaning: Process, Material, Format.
- AVC 360. Independent Study.
- AVC 366. Drawing the Model/Sustained Study.
- AVC s13. Ceramic Tilework and Design.
- AVC s21. Soda Firing.
- AVC s35. Materials and Techniques of Drawing and Painting.
- DANC 151. Making Dance.
- DANC 240. A Kinesthetic Approach.
- DANC 251. Making Dance II.
- ENG 105. 9/11 in Literature and Film.
- ENVR 220. GIS across the Curriculum.
- FYS 466. Math and the Art of M. C. Escher.
- PSYC 302. Sensation and Perception.
- RFSS 120. Introduction to Screen Studies.
- RFSS 240. Film Theory.
- THEA 130. Introduction to Design.
- THEA 132. Theater Technology.
- THEA 231. Scene Design.

- THEA 232. Lighting Design.
- THEA 233. Costume Design.
- THEA 236. Pattern Drafting and Draping.
- THEA s27. Scenic Painting.

Water and Society (C070)

GEC Coordinator: Beverly Johnson

Water is essential to life. Consequently, people often live along the coast, the banks of rivers, the margins of lakes or in regions with groundwater resources for drinking, irrigation, industry, recreation, and the food supply. Water is also one of the most highly politicized resources on earth and has been the source of numerous and continuing conflicts among humans. Our dependence on water necessitates that we share and preserve this resource, yet increasing pressures on our water bodies are resulting in reduced access to potable water, collapse of marine ecosystems, and a decrease in biodiversity. This concentration explores the connections between humans and water and includes scientific, aesthetic, economic, political, and ethical perspectives.

Four credits, no more than two of which are from the same department or program. Two non-Bates credits may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- BI/EA 113. Marine Science.
- BIO 313. Marine Ecology/Lab.
- EA/ES 226. Hydrogeology.
- EACS 103. Earth Surface Environments and Environmental Change/Lab.
- EACS 109. Earth's Climate System/Lab.
- EACS 114. Water in Maine.
- EACS 210. Sedimentary Processes and Environments/Lab.
- EACS 230. Earth Structure and Dynamics/Lab.
- EACS 240. Environmental Geochemistry/Lab.
- ECON 222. Environmental Economics and Policy.
- EN/ES 121Q. The Lives of Rivers.
- ENG 121Q. The Lives of Rivers.
- ENVR 121Q. The Lives of Rivers.
- ENVR 221. Ecology of Food and Farming.
- ENVR 240. Water and Watersheds/Lab.
- ENVR 319. Imagining Climate Change.
- ES/PL 214. Environmental Ethics.
- FYS 476. Coastal Hazards/Lab.
- FYS 534. Managing the Gulf of Maine: Climate Change and Impacts on Coastal Communities.

Women and Gender in Asia (C050)

GEC Coordinator: Alison Melnick Dyer

Focusing on gender issues, this concentration affords students a context for studying individuals and their interactions in an Asian context.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AS/HI s15. Sport, Gender, and the Body in Modern China.
- AS/JA 125. Japanese Literature and Society.
- ASIA 171. Imperial China.
- AS/JA 215. Film, Literature, and the Cultures of Postwar Japan.
- ASIA 215. Film, Literature, and the Cultures of Postwar Japan.
- ASIA 320. Individual and Society in East Asia.
- AV/EN 208. Asian American Graphic Narrative.
- EN/GS 121G. Asian American Women Writers.
- ENG 260. Passages to and from India.
- FYS 346. Desire, Devotion, Suffering.
- GS/RE 311. Buddhism and Gender.
- GSS 311. Buddhism and Gender.
- INDS 287. Chinese Drama and Storytelling.
- JPN 215. Film, Literature, and the Cultures of Postwar Japan.
- REL 311. Buddhism and Gender.

Women and Writing (C060)

GEC Coordinator: Mary Rice-DeFosse

This concentration focuses on women's writing across cultures and in different time periods. The concentration includes both historical and theoretical perspectives on women's writing.

Any four credits. One non-Bates credit may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval.

Courses:

- AFR265 - The Writings of Toni Morrison
- ENG121G - Asian American Women Writers
- ENG121H - The Brontës
- ENG231 - Women Writers of the 1950s
- ENG238 - Jane Austen: Then and Now
- FRE377 - Colon/Colonisé: Récits de l'Expérience Nord-Africaine
- FRE372 - Woman Writer/Women Written

- HISP327 - Gendered Experiences in the Américas Borderlands
- AFR302 - Black Feminist Activist and Intellectual Traditions

Writing Spain (C018)

GEC Coordinator: David George

This concentration offers students a framework for exploring in depth the plurality and diversity of the literary production of Spanish-speaking writers from the Iberian Peninsula from the Middle Ages to the present. Courses examine writing in Spain as a mode of aesthetic expression, as a means of affirmation and contestation of individual and national identities, and as a force for revolution and reaction.

HISP231 plus three additional credits. One non-Bates credit which may be applied toward the concentration if judged comparable to one of those below by the concentration coordinator and with prior approval. This concentration is not open to students who have declared a minor in Spanish.

Courses:

- HISP231 - Readings in Spanish Literature
- HISP344 - Gendering Social Awareness in Contemporary Spain
- HISP341 - Lectura americana de Cervantes

Leadership

The Trustees

All information on this page represents a snapshot taken at the start of the academic year 2023–2024. For up-to-date information, please contact the Office of the President.

Garry W. Jenkins, J.D., President; ex officio
Lewiston, Maine

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Falmouth, Maine

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West Newton, Massachusetts

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Chevy Chase, Maryland

H. Scott Bierman, Ph.D.
Northfield, Minnesota

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Boston, Massachusetts

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Portland, Maine

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New Canaan, Connecticut

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Cape Elizabeth, Maine

Darrell William Crate, M.B.A.
South Hamilton, Massachusetts

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Wilson, Wyoming

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New York, New York

Burton Michael Harris, L.L.B.
Wellington, Florida

Karen Ann Harris, M.B.A.
Cape Elizabeth, Maine

William Steven Holt, M.D.
Cape Elizabeth, Maine

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North Kingstown, Rhode Island

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Brookline, Massachusetts

Carole Browe Segal, B.A.
Winnetka, Illinois

E. Ward Smith, M.B.A.
New York, New York

Richard L. Smith, Ph.D.
Lexington, Massachusetts

Valerie Ann Smith, Ph.D.
Swarthmore, Pennsylvania

Bruce Edward Stangle, Ph.D.
Lexington, Massachusetts

Catharine Roslyn Stimpson, Ph.D.; L.L.D.
Southold, New York

William F. Sweat, M.B.A.
Dundee, Oregon

Quoc Kinh Tran, M.B.A.
Kentfield, California

Victoria Aghababian Wicks, M.B.A.
Charlestown, Rhode Island

Joseph Timothy Willett, M.B.A.
Tequesta, Florida

Edmund James Wilson, M.B.A.
Glenview, Illinois

The Academic Staff

Below is the roster for the academic year 2023-2024. For up-to-date information, please consult the [*College Directory website*](#) or the Office of the Dean of the Faculty.

Titus Abbott (2021), Instructor of Saxophone
B.M., Montreal; M.M., Southern Maine

Lee Huber Abrahamsen, Professor Emerita of Biology
B.S., Franklin and Marshall; Ph.D., Medical College of Pennsylvania

Claudia Aburto Guzmán (1997), Associate Professor of Hispanic Studies
B.A., Florida State; M.A., Ph.D., Arizona

Levi A. Adams (2022), Assistant in Instruction
B.A., University of North Texas; Ph.D., University of Central Florida

Katie Adkison (2020), Assistant Professor of English
B.A., M.A., Colorado State; Ph.D., California (Santa Barbara)

Brian Shankar Adler (2021), Instructor of Drum Set, Tabla, and Hand Percussion
B.M., New England Conservatory

Christopher Agbonkhese (2023), Visiting Assistant Professor of Digital and Computational Studies
B.A., Adekunle Ajasin University (Akungba); M.A., Ph.D., Obafemi Awolowo University, (Ile-Ife)

Robert William Allison, Professor Emeritus of Religion and Classical and Medieval Studies
B.A., Brown; Ph.D., Chicago

Andrew Allsup (2023), Visiting Lecturer in Rhetoric, Film, and Screen Studies
B.A., Missouri; M.A., Kansas State

William Gerald Ambrose Jr., Professor Emeritus of Biology
B.A., Princeton; Ph.D., North Carolina

Kathryn M. Anderson (2023), Visiting Assistant Professor of Biology
B.A., Bowdoin, Ph.D., British Columbia

Marion Reddick Anderson, Professor Emeritus of Music
B.Mus., Stetson; M.M.A., D.M.A., Yale

Noah T. Anderson (2023), Visiting Lecturer in Earth and Climate Sciences
B.A., Carleton

Martin Edward Andrucki, Charles A. Dana Professor Emeritus of Theater
B.A., Columbia; M.A., Ph.D., Harvard

Daniel J. Annino (2022), Instructor in Physical Education
B.A., Amherst

Jessica Lawrence Anthony (2011), Lecturer in English
B.A., Bates; M.F.A., George Mason

Krista Maywalt Aronson (2003), Professor of Psychology; Associate Dean of the Faculty
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Note: For information on faculty members who are currently on leave, please consult the website of the Office of the Dean of the Faculty

The Administration

All information on this page represents staffing at the start of the 2023-2024 academic year. For up-to-date information, please check department websites or the [*College Directory website*](#).

Senior Staff

Garry W. Jenkins, J.D., President

Eric F. Foushee, M.A., Vice President for College Advancement

Malcolm S. Hill, Ph.D., Vice President for Academic Affairs and Dean of the Faculty

Michael S. Hussey, M.Ed., Vice President for Institutional Affairs and Secretary to the Board of Trustees

Joshua G. McIntosh, Ph.D., Vice President for Campus Life

Tracey A. Reeves, B.S., Vice President for Communications and Marketing

Patricia A. Schoknecht, Ph.D., Vice President for Information and Library Services
and College Librarian

Geoffrey S. Swift, M.B.A., Vice President for Finance and Administration and Treasurer

Leigh A. Weisenburger, B.A., Vice President for Enrollment and Dean of Admission and Financial Aid

Leana E. Amáez, J.D., Vice President for Equity and Inclusion

Administrative Offices

Office of the Director of Athletics

Jason S. Fein, M.S., Director

Accessible Education and Student Support

Jess Berry, M.S. Ed., Assistant Dean

Bates Center for Purposeful Work

Allen W. Delong, Ph.D., Senior Associate Dean

Bates Health Services

Brenna Callahan, M.S.W., Associate Director of Health Services for Student Support

Campus Life

Kim M. Trauceniek, M.A., Senior Associate Dean of Students for Campus Life

Campus Safety

Paul J. Menice, B.A., Director

Center for Global Education

Darren R. Gallant, M.A., Associate Dean and Director

Center for Inclusive Teaching and Learning

Lindsey R. Hamilton, Ph.D., Director

The College Store

Gail S. St. Pierre, B.S., Director of the College Store and Contract Officer

Counseling and Psychological Services

Wayne Assing, M.S.W., L.C.S.W., Director

Office of the Dean of Students

Erin Foster Zsiga, M.S.Ed., Dean

Dining, Conferences, and Campus Events

Christine Schwartz, B.S., Associate Vice President

Dining Services

Cheryl L. Lacey, B.A., Director

Facility Services

Joseph D. Phillips, M.S., M.P.A., Director of Facility Services Operations

Christopher J. Streifel, B.S., Director of Capital Planning and Construction

Harvard Center for Community Partnerships

Darby K. Ray, Ph.D., Director

Office of Human Resources

Hope E. Burnell, B.A., Assistant Vice President for Human Resources and Environmental Health and Safety

Office of Institutional Research, Analysis, and Planning

Thomas P. McGuinness, Ph.D., Director

Office of Intercultural Education

Tonya Bailey-Curry, M.S.W., Associate Dean and Director

Office of the Multifaith Chaplain

Brittany A. Longsdorf, D.Min., Multifaith Chaplain

Bates College Museum of Art

Daniel T. Mills, M.F.A., Director

Post & Print

Laurie H. Henderson, A.S.B.A., Director

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Megan T. McHenry, B.A., Registrar

Student Academic Support Center

Grace L. Coulombe, M.A., Director

Office of Student Financial Services

Wendy G. Glass, B.A., Director

Student Writing and Language Center

Bridget K. J. Fullerton, Ph.D., Director

The Alumni Council

- Kevin R. Moore '93, President
- Leah C. Elsmore '12, Vice President
- Sarah Cameron, Senior Director of Alumni Engagement

Mission Statement of the Alumni Council of the Alumni Association

Alumni Council members support the mission, vision, values, and strategic directions of the College, advancement office, and alumni engagement. They are positive, energetic ambassadors for the College, demonstrating the highest levels of commitment of personal capital to their volunteer efforts for Bates.

The Graduate Honor Societies

Eta Sigma Phi, Kappa Gamma Chapter

- Faculty Advisor, Lisa Maurizio, Program in Classical and Medieval Studies

Phi Beta Kappa, Gamma Chapter of Maine

- President, Caroline Shaw, Department of History,
- Vice President, Raluca Cernahoschi, Department of German and Russian Studies

The College Key

- President, Henry T. Geng '13
- Vice President, [Position vacant at publication]
- Recording Secretary, [Position vacant at publication]
- Treasurer, Donald W. McDade '74
- Advisor, Marianne Nolan Cowan '92
- Staff Liaison, Stephanie J. Dumont, Associate Director of Alumni and Family Engagement Friends of Bates Athletics