### Changes to A&S Curriculum

<table>
<thead>
<tr>
<th>New Course in American Studies (US)</th>
<th>ADD:</th>
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<tr>
<td><strong>American Studies 115F. Food for Thought: The Social History of America Through Food.</strong> Writing in the 18th century, Brillat-Savarin proclaimed, “Tell me what you eat, and I will tell you what you are.” One way to understand the making of America is to look at its relationship to food. While Europeans may not have found a land of gold and spices, they did, nonetheless, encounter a land of plenty. From the North Atlantic, with its cod-rich waters, to the Western Plains, where tens of millions of bison roamed, food would become the major pawn in the political strategies of states. Thirst for rum and an appetite for sugar would give rise to the slave trade. And revolution would rise from a tea-filled harbor. The course will be organized chronologically, but will go beyond a simple study of history, to include works of literature, folklore, film, popular culture, and women’s studies. We will look at how food marks social, racial, and gender differences, as a means for understanding American identity. The course will cover a wide range of topics, from accounts of New World foods, the development of regional food customs, the industrialization of food production, historical and contemporary instances of excess and lack of food in American history, and anorexia. FALL. [3] Kevra.</td>
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<tr>
<th>New Course in American Studies (US)</th>
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<tr>
<td><strong>American Studies 202. Global Perspectives on the U.S.</strong> Contemporary and historical views of the U.S. political and cultural presence in the world; comparative nationalisms; emphasis on points of view outside the U.S. FALL, SPRING. [3] Staff.</td>
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| Change in description in Anthropology (SBS) | CHANGE FROM: **Anthropology 104. Rise and Fall of Civilization.** A comparative survey of the archaeological evidence on the origins, development, and collapse of the great early civilizations of the world. The transformation of human societies from the first settled villages to urban states in Mesopotamia, Egypt, India, China, Mexico, and Peru. Discussion and debate of the archaeological discoveries, alternative interpretations, and general theories of cultural evolution. FALL. [3] Estrada-Belli.  

CHANGE TO: **Anthropology 104. Introduction to Archaeology.** Archaeological interpretation and knowledge of global human history from early settled villages through the rise of the first civilizations. Archaeological methods and analysis, interpretive controversies, and cultural heritage. Environment, technology, religion, and human diversity in past cultural transformations, and the rise of early cities and states. FALL. [3] Staff. |
| Change in description in Anthropology (SBS) | CHANGE FROM:  

CHANGE TO:  
| Change in description in Anthropology (SBS) | CHANGE FROM:  
**Anthropology 249. Indians of South America.** Hunters and gatherers, tropical forest peoples, chiefdoms, and great civilizations of native South America. Portuguese and Spanish influences. Emphasis on major anthropological studies and comparisons with other cultural areas. [3]  

CHANGE TO:  
**Anthropology 249. Indigenous Peoples of Lowland South America.** Native societies of Amazonia, the Orinoco basin, and other forest, savanna, and coastal regions of South America. Ecology, cosmology, social organization, and political relations in historical and contemporary populations. Government policies, human rights, environmentalism, sustainable development, and indigenous activism and advocacy. FALL. [3] Conklin. |
| Change in description in Anthropology (P) | CHANGE FROM:  

CHANGE TO:  
| --- | --- |
| New Course in Anthropology (SBS) | ADD:  
| New Course in Anthropology (INT) | ADD:  
**Anthropology 269. Introduction to a Maya Language.** Beginning instruction in Kaqchikel, K’iche’, or Q’eqchi’. Basic speaking, reading, and writing skills. Three weekly hours of class time and at least two hours of drill practice. SPRING. [5] Romero. |
| New Course in Anthropology (INT) | ADD:  
| New Course in Anthropology (SBS) | ADD:  
| Change in description in Anthropology (SBS) | CHANGE FROM:  
**Anthropology 282. Settlement Patterns and the Human Landscape.**  

CHANGE TO:  
**Anthropology 282. Anthropological Approaches to Human Landscapes.**  
|---|---|
| New Course in Religious Studies (INT) | ADD:  
**Arabic 230a-230b. Advanced Arabic.** Further development of listening, reading, speaking, and writing skills in the Arabic language. Emphasis on grammar and literary techniques. Prerequisite: 2 years of Arabic or equivalent. FALL, SPRING. [3-3] Hamad. |
| Change in description in Biological Sciences (MNS) | CHANGE FROM:  
**Biological Sciences 253. Laboratory in Neurobiology.** Laboratory studies focusing on experimental methods in neurophysiology. Introduction to techniques for recording membrane potentials, studying synaptic transmission, and analyzing neural mechanisms involved in sensory information processing and regulation behavior. May only be taken concurrently with or following 252. Prerequisite: 111a-111b. SPRING. [1] Catania.  

CHANGE TO:  
**Biological Sciences 253. Laboratory in Neurobiology.** The neuroanatomy of the mammalian nervous system. Major subdivisions of the brain and comparative anatomy of mammalian nervous systems with an emphasis on the neocortex. Review of histological sections and gross anatomy of mammalian nervous system ranging from rodents to primates. Prerequisite: 111a-111b. SPRING. [1] Catania. |
| Change in description in Biological Sciences (MNS) | CHANGE FROM:  
**Biological Sciences 256. Molecular Neurobiology.** Comparative, evolutionary perspectives of molecular mechanisms underlying the development of neural circuits, the foundations of nerve cell communication, nervous system plasticity, and sensory processing, especially vision. Relation of these mechanisms to causes of human neurological diseases. Prerequisite: 110a-110b. SPRING. [3] Broadie.  

CHANGE TO:  
| Change in description in Biological Sciences (MNS) | CHANGE FROM:  
**Chemistry 218a & 218b. Organic Chemistry for Advanced Placement Students.** Fundamental types of organic compounds, their nomenclature, classification, preparations, reactions, and general application. Prerequisite: enrollment limited to first-year students with advanced placement chemistry scores of 4 or 5, or the approval of the director of undergraduate studies. Ordinarily accompanied by 219a-219b. Equivalent to 220. [3-3]. Harth, M. Sulikowski.  

CHANGE TO:  
**Chemistry 218a-218b. Organic Chemistry for Advanced Placement Students.** Fundamental types of organic compounds, their nomenclature, classification, preparations, reactions, and general application. Prerequisite: enrollment limited to first-year students with advanced placement chemistry scores of 5, or the approval of the director of undergraduate studies. Ordinarily accompanied by 219a-219b. Equivalent to 220. FALL. [3-3] Harth, M. Sulikowski. |
| Change in description in Chinese (INT) | CHANGE FROM:  

CHANGE TO:  
**Chinese 251-252. Readings in Modern Chinese Media.** Books, newspapers, Internet, and television documents and productions pertaining to political, social, and economic issues in China, including foreign trade-related issues. Prerequisite: 242. SPRING. [3-3] Liu. |
|---|---|
| New Course in Earth and Environmental Sciences (MNS) | ADD:  
**Earth and Environmental Sciences 255. Transport Processes in Earth and Environmental Systems.** Principles of conservation and constitutive transport laws; classic and emerging styles of modeling natural systems. Prerequisite: physics and calculus; senior or graduate standing in Earth and Environmental Sciences or related fields. FALL. [3] Furbish. |
| Change in description in Economics (SBS) | CHANGE FROM:  
**Economics 253. Introduction to Econometrics.** Quantitative methods of economic analysis. Measurement, specification, estimation, and interpretation of economic models, introduction to econometric computation using microcomputers. No credit for graduate students in economics. Prerequisite: 231 and either 150 or Math 218 and 218L. FALL. [3] Li.  

CHANGE TO:  
**Economics 253. Introduction to Econometrics.** Quantitative methods of economic analysis. Measurement, specification, estimation, and interpretation of economic models. Econometric computation using microcomputers. No credit for graduate students in economics. Prerequisite: Econ 231, and Econ 150 or Math 218L with either Math 216 or 218. FALL. [3] Li. |
| Change in description in English (HCA) | CHANGE FROM:  

CHANGE TO:  
**English 102W. Introduction to Literary Themes, Forms, and Techniques.** An examination of literary themes through a variety of genres: fiction, drama, and poetry; close analysis and written explications. FALL, SPRING. [3] Staff.  

| New Course in English (HCA) | ADD:  
**English 115F. Worlds of Wordcraft: Digital Narrative and Virtual Reality.** Computer games are transforming the entertainment industry, generating $12.5 billion in revenue in 2006 and attracting countless adults as well as children to virtual play. Are online games generating new interactive modes of narrative? How do multimedia environments transform the age-old patterns of quest romances that structure much game play? Is the line between virtual and real experiences erased by the fusion of online communities, role-playing, and escapist fictions? Can computer games be pedagogical tools, as some academics maintain, or are they only addictive, sedentary, and antisocial activities? These questions will animate our consideration of digital narrative forms.  

Co-taught by the head of ITS and a professor of English, the course will meet in a multimedia seminar room, allowing us to explore the fundamentals of game design. Students will be required to subscribe to an online game. Readings will range from Spenser's *Faerie Queene* to Neal Stephenson's *Snow Crash* and include hypertext fiction and critical writings such as Bolter and Grusin's *Remediation: Understanding New Media*, Edward Castronova's *Synthetic Worlds: The Business and Culture of Online Games*, Steven Johnson's *Everything Bad is Good for You*, and Pierre Levy's *Collective Intelligence: Mankind's Emerging World in Cyberspace*. Students will write three papers, contribute weekly to a blog, and work on a collaborative game space of their own. FALL. [3] Clayton and Hall. |
| Change in Description and Number in English (HCA) | CHANGE FROM:  
**English 112W. Introduction to Poetry.** Close study and criticism of representative poems. The nature of poetry and the process of literary explication. FALL, SPRING. [3] Staff.  

CHANGE TO:  
| Change in Description and Number in English (HCA) | CHANGE FROM:  
**English 106W. Introduction to Literary Criticism.** Discussion and application of modes of critical inquiry to a variety of literary works. Not a history of criticism but a study of selected critical approaches. FALL, SPRING. [3] Staff.  

CHANGE TO:  
**English 117W. Introduction to Literary Criticism.** Selected critical approaches to literature. FALL, SPRING. [3] Staff. |
| Change in Description in English (HCA) | CHANGE FROM:  
**English 235. Contemporary British Literature.** The novel and the short story in Great Britain since World War II. [3]  

CHANGE TO:  
| New Course in English (HCA) | ADD:  
| New Course in English (HCA) | ADD:  
| Change in description in English (HCA) | CHANGE FROM: **English 278. Colonial and Post-Colonial Literature.** Literature from countries colonized by Europe from eighteenth to twentieth century. Examines implications of colonial encounter and formation of "post-colonial" culture and such issues as language, agency, gender roles, and relation between power and narrative. Such authors as Forster, Coetzee, Okri, Tagore, Chatterjee, Kincaid, Rushdie, Soyinka. [3]  

CHANGE TO: **English 278. Colonial and Post-Colonial Literature.** Literature exploring European colonialism and its aftermath from the eighteenth century to the present: language, gender, and agency in the colonial encounter; anti-colonial resistance movements; and postcolonial cultures. Topics may vary; course may be taken more than once with permission of the Director of Undergraduate Studies. FALL, SPRING [3] Kasibhatla. |
| New Course in French & Italian (INT) | ADD: **French & Italian 115F. Urban Tales: Adventures in 19th and 20th Century Paris.** A study of images of Paris and Parisian life in nineteenth and twentieth century literature, painting, and photography. Using a range of literary and visual texts, including short stories, poetry, architectural plans, paintings, and photographs, we will explore the emergence and representation of the distinctive urban spaces of the boulevard, the apartment building, the restaurant, and the department store at a time of revolutionary changes in political, social, and artistic life. Close readings of descriptive narratives by Balzac, Baudelaire, Zola, and Apollinaire will be complemented by analyses of visual representations by Daumier, Caillebotte, Manet, Degas, and Man Ray. Readings and discussions will emphasize the following themes: the city as a locus of social and political tension, as a setting that inspires revolution in art and politics, and as a place of shifting images of masculinity and femininity. SPRING. [3] Raycraft. |
| New Course in History (SBS) | ADD: **History 115F. The Psychological Century.** In this course we will explore the development and rise of a distinctively modern psychological perspective on human nature, motivation, desire, and need. Twentieth-century mental health professionals were central players in establishing this now-ubiquitous perspective, but so too was a range of others – from policy-makers to pop-cultural icons – whose embrace of it assured its dominance. Throughout the course, we will look at both sets of actors and the interplay between them, making use of sources ranging from classic psychoanalytic and social scientific works on the one hand to Hollywood films and *People Magazine* on the other. We explore the origins of therapeutic culture in the early years of the century, discussing Freud and the Freudian recasting of the self. Topics include dreams, sexuality, interiority, gendered selves, and cultures of trauma. We then examine important topics of the mid-century period and beyond, including the psychology of affluence, the invention of “identity,” the new narcissism, perspectives on managerial effectiveness, and the psychology of the Sopranos. We conclude with an assessment of the virtues and liabilities of the twentieth-century expressive self. **FALL. [3] Lunbeck.** |
| New Course in History (US) | ADD: **History 115F. Gender, Sex, and Race in American History and Culture.** How do we understand the intersection of gender, sex, and race in United States history and culture? This first-year writing seminar explores this question, beginning with the Sally Hemmings/Thomas Jefferson controversy in the twentieth century. Then, building on the histories of men and women from multiple racial/ethnic backgrounds and sexualities, we will examine the intersection of gender, sex, and race in United States history and culture from the colonial period to the present. Topics include the politics of interracial sex, racial and sexual violence, shifting constructions of manhood and womanhood, tensions over race in the feminist movement, and discourses on race, gender, and citizenship. **SPRING. [3] Brimmer.** |
| New Course in History (US) | ADD: **History 274. The Emergence of Modern America, 1890-1945.** Economic, political, and social history during the era of industrialization, mass immigration, the rise of mass culture, the Great Depression, and two world wars. **FALL. [3] Gerstle.** |
| Change in description and title in History of Art (INT) | CHANGE FROM:  
**History of Art 120. Arts of Asia.** A survey of sculpture, painting, and architecture in India, China, Japan, Korea, and Southeast Asia. The arts of each country will be studied in light of the historical, religious, philosophical, and cultural background. FALL. [3] Miller  

CHANGE TO:  

| New Course in Jewish Studies (HCA) | ADD:  

| New Course in Jewish Studies (INT) | ADD:  

| New Course in Latin American Studies (INT) | ADD:  
**Latin American Studies 115F. Nobel Laureates in Literature from Latin America and the Caribbean.** In this course we will read and analyze works by Nobel Laureates in literature from Latin America as well as the Francophone and Anglophone Caribbean. These writers will include Gabriela Mistral (Chile, 1945), Saint-John Perse (Guadeloupe/France, 1960), Miguel Angel Asturias (Guatemala, 1967), Pablo Neruda (Chile, 1971), Gabriel Garcia Marquez (Columbia, 1982), Octavio Paz (Mexico, 1990), Derek Walcott (Saint Lucia, 1992), and V.S. Naipaul (Trinidad, 2001). Because of his profound influence on Latin American writers, we include William Faulkner (USA, 1949) among the Nobel Laureates whose works we will study. FALL. [3] Miller. |
| Change in description in Mathematics (MNS) | CHANGE FROM:  
**Mathematics 223. Abstract Algebra.** Fundamental properties of integers and polynomials. Elementary properties of groups, rings, integral domains, fields, and lattices. Prerequisite: linear algebra; except for students with strong backgrounds, 221 should be taken prior to 223. FALL, SPRING. [3] Staff.  
CHANGE TO:  
| Change in description in Mathematics (MNS) | CHANGE FROM:  
**Mathematics 246. Introduction to Actuarial Mathematics.** Applications of calculus and probability to actuarial science. The mathematical foundations of financial mathematics including the theory of interest and multivariate probability distributions. Prerequisite: 170b or 175, and 216 or 218. FALL. [3] Neamtu.  
CHANGE TO:  
**Mathematics 246a. Introduction to Actuarial Mathematics.** Applications of calculus and probability to actuarial science. The mathematical foundations of financial mathematics, including the theory of interest and multivariate probability distributions. Prerequisite: 170b or 175. Co-requisite: 216, 218, or 247. FALL. [3] Staff. |
| New Course in Mathematics (MNS) | ADD:  
| Change in description in Mathematics (MNS) | CHANGE FROM: **Mathematics 253. Error-Correcting Codes.** The algebraic theory of error-correcting codes for information transmission. Block codes, the binary symmetric channel, length, rate and distance. Linear codes, bounds, syndrome decoding, perfect codes, Reed-Muller codes. Cyclic, BCH, and Reed-Solomon codes. Prerequisite: linear algebra. [3] (Offered 2007/2008)  
CHANGE TO: **Mathematics 253. Error-Correcting Codes and Cryptography.** Applications of algebra to reliability and secrecy of information transmission. Error-correcting codes, including linear, Hamming, and cyclic codes, and possibly BCH or Reed-Solomon codes. Cryptography, including symmetric-key, DES and RSA encryption. Prerequisite: linear algebra. FALL. [3] Staff. |
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<td>New Course in Medicine, Health &amp; Society (P)</td>
<td>ADD: <strong>Medicine, Health &amp; Society 115F. Medicine, Health, and the Body.</strong> The course explores the way medicine shapes our understanding of health and the body in modern American society. Focusing on medicine as both science and social phenomenon, we will investigate several interrelated questions: How does medicine classify the body as sick or healthy? How do individual and collective experiences of health and disease influence medical theory and practice? How does medicine affect the way we interact with both sick and healthy bodies (including our own)? And how do contemporary social and cultural factors influence medicine’s potential impact on health and the body? Readings and class discussion will form the basis of our inquiry. FALL. [3] Boyd.</td>
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<td>New Course in Medicine, Health &amp; Society (P)</td>
<td><strong>Medicine, Health &amp; Society 225. Death and Dying in America.</strong> Interdisciplinary introduction to thanatology; changes in medicine and attitudes towards dying as they reshape the American way of death in a multicultural landscape. SPRING. [3] Boyd.</td>
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<td>New Course in Medicine, Health &amp; Society</td>
<td><strong>Medicine, Health &amp; Society 297. Honors Research.</strong> Limited to seniors admitted to the departmental honors program. FALL. [3] Tuchman</td>
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<td>New Course in Medicine, Health &amp; Society</td>
<td><strong>Medicine, Health &amp; Society 298. Honors Thesis.</strong> Limited to seniors admitted to the departmental honors program. SPRING. [3] Tuchman</td>
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<td>New Course in Philosophy (HCA)</td>
<td><strong>Philosophy 115F. The Compelling Power of the Undead.</strong> This course examines the anxieties we have regarding portrayals of what is undead, or not quite alive, like zombies, golems, and vampires. Readings and films focus on the influence of the undead on philosophical thinking and on various other aspects of contemporary culture, such as superstition, capitalist consumption, social injustice, and political authority. FALL. [3] Holt.</td>
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<td>New Course in Philosophy (HCA)</td>
<td>ADD: <strong>Philosophy 115F. Prison and Exile Writing.</strong> It is no exaggeration to assert that many of the most important literary documents of civilization were written either in prison or under conditions of forced exile. In fact, the two founding traditions of the West, the biblical and philosophical, are products of imprisonment and exile. In this light, it is indeed surprising that the centrality of the prison to literature is generally overlooked. This course will investigate the intricate dialectical relations between political persecution and writing. The twofold question explored in the course will be (1) How does the fear of persecution determine the form of writing, and (2) How does prison and exile literature represent various modes of resistance to the violence at the heart of culture. Insofar as the prison will serve as the icon for the civilized sanction of violence, prison and exile writings will provide an insight into the inseparable relations between the individual, intellectual writer, and the destiny of a group or people. Although the course will focus on the concrete experience of prison and exile, we shall also explore the question of prison as metaphor, especially evident in the representation of the body as the soul’s prison. FALL. [3] Dobbs-Weinstein.</td>
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</table>
| Change in description in Political Science | CHANGE FROM: **Political Science 287-288. Seminars in Selected Topics.** Topics of special interest as announced in the *Schedule of Courses*. Either or both 287-288 may be repeated for credit once if there is no duplication of topic. [3-3] Staff.  

CHANGE TO: **Political Science 287-288. Seminars in Selected Topics.** Topics of special interest, as announced in the *Schedule of Courses*. Either or both may be repeated for credit up to a total of 6 hours if there is no duplication of topic. FALL, SPRING. [3-3] Staff. |
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<tr>
<th>New Course in Portuguese (INT)</th>
<th>ADD: <strong>Portuguese 100a-100b. Elementary Portuguese.</strong> Development of basic listening, speaking, reading, and writing skills through the life and culture of Portuguese-speaking countries with emphasis on Brazil. FALL, SPRING. [5-5], Staff.</th>
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| Change in description in Portuguese (HCA) | CHANGE FROM: **Portuguese 205. Introduction to Luso-Brazilian Literature.** Critical readings and methods of literary analysis. Selections include masterpieces from Portugal and Brazil from all genres in several periods. Emphasis on improving conversation and writing. Prerequisite: 200. FALL. [3] Oliveira, Fitz.  

CHANGE TO: **Portuguese 205. Introduction to Luso-Brazilian Literature.** Critical readings and methods of literary analysis. Masterpieces from Portugal and Brazil from all genres in several periods. Conversation and writing. Prerequisite: 201 or 203. FALL. [3] Fitz. |
| Change in description in Portuguese (HCA) | CHANGE FROM: **Portuguese 225. Brazilian Culture.** Examination of the values and attitudes that shape Brazil and Brazilian national identity; course topics include history, race relations, literature, cinema, and ecology. Taught in English with optional hour in Portuguese for students interested in pursuing the language. [3] Oliveira.  

CHANGE TO: **Portuguese 225. Brazilian Culture through Native Material.** Differences between spoken and written Portuguese in Brazil. Modern Brazilian culture, including popular music, film, politics, family life, and sports. Prerequisite: 200, 201, 202, or 203. FALL. [3] Oliveira. |
| Change in Description in Psychology (SBS) | CHANGE FROM:  

CHANGE TO:  
| --- | --- |
| New Course in Religious Studies (HCA) | ADD:  
| New Course in Religious Studies (P) | ADD:  
**Religious Studies 203. Jewish Theories of Religion.** Critical analysis and discussion of modern Jewish constructions of religion: politically, symbolically, ethically, normatively, and aesthetically-mystically. Selected readings from Cohen, Buber, Rosenzweig, Kaplan, and social philosophers such as Simmel and Habermas on the function, nature, and meaning of religion in secular culture. SPRING. [3] Urban |
| Change in Title in Religious Studies (US) | CHANGE FROM:  
**Religious Studies 204. Protestant Conservatism in the Cultural Wars.** Evangelical traditions from the reformation to their present manifestations in twentieth-century America. Debates concerning the authority of the scripture, the person of Jesus Christ, evangelism, and soul-winning mission, revivalism and social reform, church-state relations, the relationship between science and religion, Biblical vs. “New” morality, and other areas of cultural cleavage. [3] Baldwin  
CHANGE TO:  
**Religious Studies 204. Evangelical Protestantism and the Culture Wars.** Evangelical traditions from the reformation to their present manifestations in twentieth-century America. Debates concerning the authority of the scripture, the person of Jesus Christ, evangelism, and soul-winning mission, revivalism and social reform, church-state relations, the relationship between science and religion, Biblical vs. “New” morality, and other areas of cultural cleavage. FALL. [3] Baldwin. |
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| New Course in Religious Studies (HCA) | ADD:  
| New Course in Religious Studies (HCA) | ADD:  
| New Course in Religious Studies (INT) | ADD:  
**Religious Studies 252. Reformers of the Islamic Tradition.** Historical survey of Muslim reformists. Religious responses to crises in the pre-modern debates over orthodoxy and heresy; modern (Western colonialism) and recent periods. Prerequisite: 133 or equivalent. SPRING. [3] McGregor. |
| Delete Course from Religious Studies (HCA) | DELETE:  
| --- | --- |
| New Course in Spanish (SBS) | ADD:  
| Change in course title in Women’s and Gender Studies (P) | CHANGE FROM:  
**Women’s and Gender Studies 201. Perspectives on Women in the World.** The situation of women around the world examined through the lens of gender as a social construction. Topics include feminist critiques of knowledge, family and work, sexuality, health and medicine, the women's movement, and the future of feminism in a global context. FALL. [3] Sharma  
CHANGE TO:  
**Women’s and Gender Studies 201. Women and Gender in Global Context.** The situation of women around the world examined through the lens of gender as a social construction. Topics include feminist critiques of knowledge, family and work, sexuality, health and medicine, the women's movement, and the future of feminism in a global context. FALL. [3] Sharma |
| Change in course title in Women’s and Gender Studies (P) | CHANGE FROM:  
CHANGE TO:  
| Change in description and title in Women’s and Gender Studies (P) | CHANGE FROM: **Women’s and Gender Studies 269. Feminist Science and Technology Studies.** Feminist perspectives on science, technology, and medicine. History, key theorists, role of activism, women in science. Prerequisite: 150. FALL. [3] Casper.  
<p>| New Course in Women’s and Gender Studies (P) | ADD: <strong>Women’s and Gender Studies 273. Seminar on Psychoanalysis and Feminism.</strong> Historical and contemporary perspectives on the long and ambivalent relationship between psychoanalysis and feminism. Trauma, hysteria, narcissism, gender, and the family. FALL. [3] Lunbeck. |</p>
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<tr>
<th>New Course in Women’s and Gender Studies (P)</th>
<th>ADD: <strong>Women’s and Gender Studies 280. Colonial Governmentality and Education.</strong> History of educational policy in South Asia since the colonial period, and its effects on colonial “governmentality.” FALL. [3] Sharma.</th>
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<td>Course Addition</td>
<td>EES 322. Environmental Mineralogy. Importance of minerals for biogeochemical processes in surfacial Earth environments. Molecular-scale processes governing mineral interactions with fluids; minerals as hazards; minerals as remediation tools in mining and nuclear waste environments; minerals and human health. Pre- or corequisite: 258 or 260. FALL. [3] Savage.</td>
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<tr>
<td>Change in Description</td>
<td>CHANGE FROM: GEOL 390. Special Topics and Advanced Techniques in Geology. SPRING. [Variable credit: 2-4] Furbish.</td>
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<tr>
<td>Change in Description</td>
<td>CHANGE TO: GEOL 390. Special Topics and Advanced Techniques in Geology. SPRING. [Variable credit: 1-4] Furbish.</td>
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<tr>
<td>Change in Description</td>
<td>CHANGE FROM: PHYS 307. Radiation Dose Assessment Exploration of topics of interest to the practicing health physicist at an engineering design/professional practice level. Topics include gamma ray and neutron shielding, internal and external dosimetry methods and models, radiation protection regulations, environmental monitoring for radioactive materials, and response to radiation accidents and emergencies. Students will study and work out practical examples and apply course principles to an individual, in-depth project analysis assigned by the instructor. Use of current computer methods will be suggested and demonstrated. Prerequisite: Health Physics (Physics 243) Credit Hours: 3</td>
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<tr>
<td>Change in Description</td>
<td>CHANGE TO: PHYS 307. Radiation Dose Assessment. Advanced physics of radiation interactions, shielding, and dosimetry. Gamma ray and neutron shielding; internal and external dosimetry methods and models; radiation protection regulations; environmental monitoring for radioactive materials; and response to radiation accidents and emergencies. Use of specialized computer programs. Prerequisite: 243. SPRING. [3] Stabin</td>
</tr>
<tr>
<td>Course Addition</td>
<td>PSCI 272a. Nashville Survey Research Seminar. Survey research methodology and its application in a metropolitan setting. Using survey data to understand human behavior and opinion; questionnaire design, sample design, the methodology of face-to-face interviewing, and pretesting. FALL. [3] Globetti, Seligson</td>
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<tr>
<td>Course Addition</td>
<td><strong>PSCI 272b. Survey Research Training.</strong> Prerequisite: 272a. May not be counted toward a major in Political Science. FALL. [1-3] Globetti, Seligson</td>
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<tr>
<td>Course Addition</td>
<td><strong>PSCI 272c. Survey Research Practicum.</strong> Prerequisite: 272a. May not be counted toward a major in Political Science. FALL. [1-3] Globetti, Seligson</td>
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<td>Course Addition</td>
<td><strong>PSCI 317. The Political Economy of Development.</strong> The causes of international and national inequalities in the distribution of wealth. Factors related to economic development and tied to domestic and international income distribution, such as geography, natural resources, culture, democracy, and dependency. Examples from throughout the world, especially Asia and Latin America. FALL. [3] Seligson.</td>
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<tr>
<td>Change in description</td>
<td>CHANGE FROM: <strong>PORT 297. Latin American Literature in a Comparative Perspective: From the Pre-Colombian Era through the Nineteenth Century.</strong> Spanish American and Brazilian literature from the conquests to the end of the nineteenth century. Authors may include: Sor Juana, Matos, Alencar, Assis, and Carrasquilla. Prerequisite: 205. [3] Fitz. (Offered 2007/2008)</td>
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<td>CHANGE TO: <strong>PORT 341. Spanish American and Brazilian Literature I.</strong> Literature in a comparative perspective: from the conquests to the end of the nineteenth century. Authors may include Sor Juana, Matos, Alencar, Assis, and Carrasquilla. FALL. [3] Fitz.</td>
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<td>Change in description</td>
<td>CHANGE FROM: <strong>PORT 298. Latin American Literature in a Comparative Perspective: The Twentieth Century up to the present.</strong> Spanish American and Brazilian literature from twentieth century and to the present. Texts may include: Os Sertões, La Guerra del Fin del Mundo, Ficciones, Perto do Coração Selvagem, and Agua Viva. Prerequisite: 205. [3] Fitz. (Offered 2007/2008)</td>
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<td>CHANGE TO: <strong>PORT 342. Spanish American and Brazilian Literature II.</strong> Literature in a comparative perspective: twentieth century to the present. Texts may include: Os Sertões, La Guerra del Fin del Mundo, Ficciones, Perto do Coração Selvagem, and Agua Viva. SPRING. [3] Fitz.</td>
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<td>Change in description</td>
<td>CHANGE FROM: <strong>PORT 310. Foreign Language Learning and Teaching.</strong> (Also listed as French 310, German 310 and Spanish 310) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goal of course are 1) to introduce principles of Second Language Acquisition and learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor’s awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-</td>
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| Change in Description | CHANGE FROM: PORT 351. Comparative Methodology. Comparative Literature as an academic discipline: definition, scholarly and theoretical distinctions, methodologies, applications, relationship to national literature units and humanities programs. Required of all graduate students in Comparative Literature. [3] Fitz. (Not currently offered).  

CHANGE TO: PORT 351. Comparative Methodology. Comparative methodology of the literatures of the Spanish and Portuguese speaking world; emphasis on issues of theme, genre, period and movement, translation, and the relationship of literary scholarship to other humanistic endeavors, such as music, film, philosophy, painting, and the plastic arts. FALL. [3] Fitz.  


| Change in description | CHANGE FROM: SPAN 310. Foreign Language Learning and Teaching. (Also listed as Spanish 310.) Principles and practices of teaching a second language, with concentration on recent interactive and communicative models of foreign language instruction. Goal of course are 1) to introduce principles of Second Language Acquisition and learning, 2) to critically read relevant literature in the area(s), and 3) to develop FL instructor’s awareness through reflective and critical thinking. Classroom observations, journal writing, development of materials, and a small action-research project are expected. Required of all entering teaching assistants. FALL. [3] De la Fuente, Scott.  