

Goucher College Registration Guidebook

Fall
2018

Student Administrative Services
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March 30, 2018

*****IMPORTANT*****

This document contains important information for student registration.

**View the Fall 2018 schedule on myGoucher at
<https://hercules.goucher.edu/SelfService/Search/SectionSearch.aspx>**

myGoucher directly reflects the current course schedule and course enrollments, including all updates, changes and closed courses.

For additional information about the Office of the Registrar please visit our web site at:

<http://www.goucher.edu/registrar>

Goucher College reserves the right to change or cancel without notice programs of study, requirements, course offerings, policies, regulations, procedures, calendar, financial aid, fees, or other matters. Revision and additions to the class schedule are published at the beginning of each semester and are updated in a timely manner. Failure to read this booklet does not constitute a reason for noncompliance with the stated college policy. It is the responsibility of the student to keep apprised of all changes. The Goucher College Class Schedule Booklet is not to be regarded as a contract.

It is the responsibility of each student to monitor his or her academic progress at Goucher College. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of his or her educational goals. To assist in making these important decisions, the College provides each student with an Academic Advisor.

Registration Information

UNDERGRADUATE REGISTRATION – Fall 2018

Dates for Fall 2018 Registration

Academic advising begins for fall 2018

Monday, April 2

Registration begins for fall 2018

Monday, April 16

STEP 1: ACADEMIC ADVISING

Advising for students is April 2 – April 13. Schedule an appointment with your adviser early. Advising sessions generally take a half hour, sometimes longer.

Use your DegreeWorks audit and the Academic Catalogue to note required courses, and the spring class schedule to start your planning process. The schedule will be posted on the web March 30. Bring to the advising session a completed course change form as a first draft of the courses you want/need to take. Many advisors require that advisees take this first step before starting an advising session.

After the advising session (which must be in-person, not via email, unless you are away from Goucher this semester) your adviser will authorize you for online registration. If you need to add courses requiring signatures other than your advisers, a course change form should be signed by your adviser during the advising session. The course change form is available at <http://www.goucher.edu/registrar/documents/Course-Change-Form.pdf>.

Select alternate courses during your advising session, in case your first choices are full.

Prerequisites: You may only register for courses for which you have met the required prerequisites unless the instructor has signed a course change form to waive them.

Intensive Courses Abroad (ICA) require acceptance into the program to register. ICA registration will be done by the Registrar's Office in SAS. Make sure you calculate the ICA credits into the total you are allowed when registering online.

In addition to your adviser, instructors' signatures are required for audits, closed courses, time overlaps and any course in which you are required to have the permission of the instructor to enroll. Adviser, instructor and department chair signatures are required for independent work. Registration for any of the above course types must be done in-person in the Registrar's Office (Mon-Fri, 8:45 a.m.-5 p.m.) after your assigned day and time for registration. A completed course change form must be submitted. Printed, attached emails will be accepted as signatures.

When registering online, pass/no pass can only be selected for courses required to be graded as such (PE activity, etc.). Changing from a regular grade to pass/no pass can be done by completing a course change form and bringing it to SAS after your assigned registration time. See pass/no pass in the catalog at: <http://catalog.goucher.edu>.

Registration for internships requires the Internship Learning Agreement (ILA) be submitted to the Career Education Office (CEO) for approval (be sure to check deadlines.) After approval by the CEO, the ILA is submitted to the Registrar's Office for entry.

Registration for senior thesis requires the [Senior Thesis Guidelines and Form](#) be submitted to the Associate Provost's office for approval (be sure to check deadlines.) After approval by the Associate Provost's office, the Senior Thesis Registration Form is submitted to the Registrar's Office for entry.

STEP 2: RESOLVE HOLDS

Your holds (stop flags) appear when you log on to myGoucher. Online or in person registration cannot occur unless the hold is removed. Contact the appropriate office to resolve any hold placed on your account such as those noted by Billing, the Registrar's Office, the Health Center, Financial Aid, the Associate Provost's Office, etc., before your assigned registration start day and time.

STEP 3: REGISTRATION

The deadline to initially register for Fall 2018 is Tuesday, May 15. After this date, students will be charged a \$100 late registration fee.

The order of registration is determined by the number of credits a student has completed. Students can view their assigned start time on myGoucher on March 30. Online registration groups will start in 30 minute intervals and students can continue to make **online** schedule changes from their assigned time through Wednesday, August 29, at midnight. After this date, through Thursday, September 6, students may still **drop** semester courses, in person in the Office of the Registrar.

Through August 29, students will be able to make schedule changes online only if initial approval for registration was received from the adviser (approval is needed one time only). Your adviser will receive an e-mail showing changes that are made each day they are processed. Closed courses, time overlaps, credit overloads, audits, independent work, and special permission courses will need to be registered for in person, in the Office of the Registrar, as they require a manual override. These changes must be made by August 29. Once a manual override is required for any reason, a manual override will be required for any subsequent schedule change, and these will have to be made in person in the Office of the Registrar.

Course credit load is 18 credits for all students. See course load in the catalogue at <http://catalog.goucher.edu>.

To register for credit overloads, an approved petition along with a course change form and all required approvals must be submitted to the Associate Provost for Undergraduate Studies. If approved, the petition and registration materials will be sent to the Office of the Registrar for entry. Students will be additionally charged the part-time tuition rate for all credits over the limit of 18 credits per semester.

If you encounter technical problems, please send an e-mail message to the helpdesk@goucher.edu. The helpdesk e-mail will be monitored for problems during registration.

**Current Credits Completed as of
March 2018**

Your registration begins:

74.00 or more credits completed

Monday, April 16 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 29, at midnight.

47-73.99 credits completed

Tuesday, April 17 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 29, at midnight.

21.00-46.99 credits completed

Wednesday, April 18 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 29, at midnight.

0-20.99 credits completed

Thursday, April 19 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 29, at midnight.

Non-candidate students

Friday, April 20 (8:00 a.m.) Registration and schedule changes continue online until Wednesday, August 29, at midnight.

Important Information

Access your DegreeWorks audit

Use your DegreeWorks audit to check your progress in completing your general education requirements (either LERs or GCRs depending on your catalogue year). If your catalogue year is prior to 2017-18, please check with your major or minor advisor or department chair for an update on outstanding major and minor requirements. Those working from the 2017-18, and beyond, catalogue year may use the DegreeWorks audit to view outstanding major and minor requirements. Use this [link to the DegreeWorks page](#) for instructions for accessing and understanding your DegreeWorks audit.

Access myGoucher

Use myGoucher to access your class schedule, course history, and space in classes. View the instructions for [accessing myGoucher](#).

Advisor – The Associate Provost for Undergraduate Studies assigns and processes all changes of advisors. Students must consult with their advisors before making course selections. Course change forms must be signed by advisors prior to submission to the Office of the Registrar.

Alternate Courses

In case your primary selections are closed at the time of registration, alternate courses should be selected.

Audits

Election of the audit option must be done at the point of registration for the course or within the audit deadline for adding a course. Permission to audit must be obtained in writing from their advisor and the instructor of each course. Successful completion of audits will result in an AU on the transcript. There will be no notation on the transcript in the case of unsuccessful completion or a drop of an audited course. Students may drop an audited course through the last day of classes. If the student stops attending, the instructor may request that the audited course be dropped from the student's schedule. College policy prohibits changing an audit to credit or vice versa after the audit deadline.

Baltimore Student Exchange Program (BSEP) Enrollment

Schedules from colleges are available on the web. BSEP registration forms must be submitted to the SAS office with all appropriate signatures. Participating institutions process the BSEP forms at the end of their students' registration period. Goucher students are notified of acceptance as it occurs. Seniors expecting to graduate in May, and enrolling in a BSEP course in the spring, must have prior approval from the host college indicating that the final grade for the course will be submitted to the SAS office at Goucher by the published date. BSEP courses may only be taken in the fall or spring semester (not summer or winter semesters). Ordinarily only 2 courses may be taken per year. Courses must be taken for regular grade.

Please click here for more details about the Baltimore Student Exchange Program.

Directory Information

Directory information may be released to those requesting it unless the student specifically requests otherwise. A student may request that all or a portion of this information not be released by filing a written request to that effect with the Office of the Registrar. Requests

to withhold directory information must be filed annually with the Office of the Registrar. For more information about directory information, view the Goucher College [FERPA webpages](#).

Drop and Withdrawal Deadlines

The last day a student may drop a semester course without a withdrawal appearing on the transcript is the ninth day of classes. If a student drops a class after this time, the student will receive a grade of "W". The last day to withdraw from a course is the end of the tenth week. Deadlines for half-semester courses are in proportion to their seven-week length. Check the [Important Dates for Students](#) calendar for exact dates.

Final Experience/Exam Schedule

The finals schedule is posted on the Records and Registration website by the start date of the semester.

Internships (or Off-Campus Independent Work)

For-credit internships are applied for by completing an Internship Learning Agreement (ILA), which is available in the Career Development Office (CDO). These courses will be added to students' registration once the approved ILA is received by the Office of the Registrar from the CDO.

Deadlines for submitting the ILA are published in the "[Important Dates for Students](#)." Students may apply 8 internship credits to the 120 credits required for the degree.

Location of Classes

All classes meet at Goucher College unless otherwise indicated in the Course Schedule Booklet.

Major/Minor

Forms and instructions for declaring or changing a major and/or minor are available in the Office of the Associate Provost for Undergraduate Studies. All students must declare a major before registering for the first semester of their third year. The completed forms are submitted to the Office of the Associate Provost for Undergraduate Studies in Van Meter G24.

Name and/or Gender Change Policy

[View or download the policy](#)

Non Goucher Courses

Students may take pre-approved courses at other institutions during the summer or winter by submitting the Non-Goucher Course Approval Form to SAS. Only 15 hours in total, of non-Goucher summer and winter work with a grade of C- or better, are applicable to the degree.

Pass/No Pass

Students may choose to take two courses per academic year on a pass/no pass basis. In the regular semester, the pass/no pass option must be submitted to the Registrar's Office in Student Administrative Services by the end of the tenth week of classes; in half semester courses by the end of the third week. Pass is equivalent to any grade from A through C- as normally interpreted at Goucher College. A grade of P or NP will have no effect on a student's grade point average. Students who wish to switch from pass/no pass to graded status may do so up until week 10 of the semester (week three of seven week courses.) After that the choice is irrevocable.

BSEP courses and summer courses taken elsewhere are not ordinarily open to pass/no pass election. Department chairs may specify that an off-campus experience can be taken only on a pass/no pass basis; such a requirement is not part of the student's pass/no pass quota. Courses elected with a pass/no pass option will not count toward requirements in the major or minor (unless such courses are required to be so graded). If a major requirement is taken pass/no pass the department must require that the course be re-taken for a regular grade or identify an appropriate substitute.

Physical Education Requirement

The physical education requirement for graduation is either one varsity sport, one dance class or one activity class.

Prerequisites

Course prerequisites are indicated in the Academic Catalogue. When prerequisites are not satisfied, the permission of the instructor is required.

Registration

Registration for the spring semester is held in November and registration for fall is held in April. Current students should select courses during the advising period (see **Important Dates for Students**).

Repeated Courses

Students may repeat any course for which they received less than a C- grade. If a student repeats a course for which a passing grade of below C- was received the first time, the student will receive a grade of RA, RB, RC ... the second time the course is taken. Both the original grade and the grade for the repeated course are included in the GPA, but the credits are counted only once. If a student repeats a course for which a grade of C- or above was received the first time, the student will receive a grade of XA, XB, XC... the second time the course is taken. In this case, the credits will not be counted and the grade will not be averaged into the GPA. Departments decide if students must repeat a course in the major if the grade is below C-, or if they will permit the students to substitute another course for the major. Ordinarily, no student may register for the same course more than twice. Approval must be obtained from the appropriate department chair if a student wishes to repeat a course over this limit. The policy does not include courses which may be repeated for credit as listed in the catalogue.

Senior Thesis

In order to register for a Senior Thesis, students must complete a **Senior Thesis Form** and submit it to the Associate Provost for Undergraduate Studies.

Seven Week Courses

Students taking first and second seven week courses should register for those courses during the registration period. There is a special add/drop period for these courses (see **Important Dates for Students**).

Signatures - Course Change Forms

The advisor's signature is needed on all course change forms. In addition, the instructor's signature is required to add all closed courses, audits, courses where the required prerequisite courses have not been fulfilled, Pilates and independent work. Independent work also requires the program director's signature. Private music lessons require the advisor's and the music secretary's signatures. Attached emails of approval will be accepted as signatures.

Subsessions

01 indicates the course meets for the entire fourteen weeks of the semester. 02 indicates the course meets for the first seven weeks of the semester. 03 indicates the course meets for the second seven weeks of the semester.

Time Conflicts

Students should not select courses with overlapping or conflicting times. These courses will not be processed.

Veteran's Readmission Policy

[View or download the policy](#)

Writing Proficiency

Earning CWP: The 3 Basic Steps for all Incoming Students

(Transfer students may apply earlier, in some cases. Please see the note below.)

1. All incoming students must take WRT 181 or FYS 100W, the honors hybrid, during their first year.
 - a. Please note that the Honors sections, FYS 100W, are only offered in the fall semester.
2. After passing WRT 181 or FYS 100W, students will take a WEC course (Writing Enriched Curriculum) in any discipline.
 - a. Please note that while we strongly encourage students to take their WEC course in their second year, they can choose to wait until their third year. Some advanced students, with input from their advisors, may take their WEC course during the second semester of their first year.
3. After passing WRT 181 or FYS 100W, **and** a WEC course, students may apply to earn CWP by submitting a portfolio in December or May.

General Education Requirements

Liberal Education Requirements

Applies to students working from an academic catalogue prior to 2017-18. Information about these requirements can be found here: <http://catalog.goucher.edu/>, in the appropriate year's academic catalogue. After selecting your catalogue year in the drop-box at the top of the page, type "liberal education requirements" in the search bar.

Courses offered for fall 2018 that satisfy Liberal Education Requirements can be found online at <http://www.goucher.edu/registrar/course-information/>.

Goucher Commons Requirements

Applies to students working from the academic catalogue of 2017-18, and beyond. Information about these requirements can be found here: <http://catalog.goucher.edu/>, in the appropriate year's academic catalogue. After selecting your catalogue year in the drop-box at the top of the page, type "Goucher commons requirements" in the search bar.

Courses offered for fall 2018 that satisfy Goucher Commons Requirements can be found online at <http://www.goucher.edu/registrar/course-information/>.

Writing Enriched Curriculum (WEC) and College Writing Proficiency (CWP)

After you complete WRT 181 and a WEC course in any discipline, you may apply to earn College Writing Proficiency (CWP). CWP is a requirement for graduation at Goucher. Please look for the Call for CWP Submissions early in Fall 2018. At that time, you will be invited to submit a portfolio of your writing.

If you have questions, please contact Phaye Poliakoff-Chen (phaye.poliakoff-chen@goucher.edu), the Writing Program Director.

WEC Courses Offered Fall 2018

View WEC courses at: <http://www.goucher.edu/registrar/course-information/>

Descriptions for New and Special Topics Fall 2018

New Course Numbers

If a student has taken a course under the old course number, they cannot receive credit for the course under the new number, unless this is a repeatable course as noted in the college catalogue.

Old number New number Fall 2018

COM 317 COM 417

COM 210 COM 310

COM 213 COM 316

COM 219 COM 319

COM 225 COM 323

COM 227 COM 327

COM 234 COM 334

COM 237 COM 337

COM 241 COM 341

COM 242 COM 342

COM 247 COM 357

COM 307 COM 405

COM 375 COM 409

COM 312 COM 412

COM 317 COM 417

COM 321 COM 421

COM 325 COM 415

COM 311 COM 430

COM 335 COM 435

COM 340 COM 440

Topic Descriptions

ARB 132 Special Topics: Trends in Contemporary Classical and Pop Arabic Music (2 cr.)

Working in small groups or within other collaborative formats, students will explore cultural themes and apply grammatical concepts in the target language through the use of lyrics and musical recordings of classical and pop Arabic music. In addition to singing in Arabic, students will explore how Arabic music reflects deep cultural and spiritual challenges of the Arab peoples. ARB 132 focuses on the attainment of low-intermediate level proficiency. Students completing the FLCR must take one of the two ARB 132 classes to complete the FLCR on Platforms 1 and 2.

Students *may* take the two different topics 132 courses instead of ARB 130 (4 cr.) The two 132 courses are the prerequisite for 200 level coursework, and for the minor in Arabic Studies.

Prerequisites: ARB 120 or an equivalent with a minimum grade of C-.

ARB 132 Special Topics: Innovative Short Arab Films (2 cr.)

Working in small groups or within other collaborative formats, students will explore cultural themes and apply grammatical concepts in the target language through the use of innovative short Arab films. ARB 132 focuses on the attainment of low-intermediate level proficiency. Students completing the FLCR must take one of the two ARB 132 classes to complete the FLCR on Platforms 1 and 2.

Students *may* take the two different topics 132 courses instead of ARB 130 (4 cr.) The two 132 courses are the prerequisite for 200 level coursework, and for the minor in Arabic Studies.

Prerequisites: ARB 120 or an equivalent with a minimum grade of C-.

ART 259 Topic: Silkscreen Printing (4 cr.)

This course will focus on the silkscreen printing process. Students will learn traditional and contemporary methods of stencil techniques and digital photo based emulsions to realize their own individual artistic needs all while developing a cohesive body of work. We will explore printing on various papers as well as alternative surfaces like T-shirts and other fabrics. This course will also include lectures and demonstrations on historical and contemporary examples of the medium and allow for the production of works that explore a variety of concepts and approaches. Much consideration will be given to conceptual and formal issues of printmaking, color separation, color order and how they manifest through the process of silkscreen printing.

Prerequisites: This course is open to students concentrating in any area of studio art and is repeatable for a total of twenty credits

ART 375/COM 409 Topic: Extended Photographic Project (4 cr.)

This studio art course is an exploration of photography and other capture technologies such as digital photography, and video as creative media. This course will encourage students to pursue individual artistic interests while stressing critical thinking skills. The *Extended Photographic Project* offers students already comfortable with basic technical skills the opportunity to explore a project or concept for the entire semester and to challenge and analyze contemporary art-making conventions. By the end of the semester each student will have developed and presented a comprehensive portfolio of work as well as an artist statement. The class is critique oriented with studio work being done outside of course contact

hours. Slide presentations and discussions of topics related to contemporary photography and art are important elements of this class. Students may work with wet or digital photo processes, video, web-based work or any capture-based technology. This course is repeatable up to two times.
Prerequisite: ART/COM 201 or permission of instructor.

BIO 345 Advanced Ecology (4 cr.)

This course will build on general concepts of ecology and will include a focus on more specialized topics, such as animal behavior, chemical ecology, urban ecology, agroecology, and impacts of climate change. Both field and laboratory techniques will be applied to terrestrial and aquatic organisms and will include an emphasis on species identification, methods of quantification, and statistical analysis. Lab activities will include weekend/ fall break field trips.

COM 110 The Four Companies that Control the Web (2 cr.)

The web was once thought to be an open and uncontrollable place. Today, four giant corporations dominate our online lives: Facebook, Google, Apple, and Amazon. In this class we will critically examine each of these companies, take an inside look at their business models and technological structures, and consider the consequences of their power for our culture and democracy.

COM 232 Writing for Film, Television, and Radio (previously COM 132) (4 cr.)

(WEC) This course, an introduction to the various forms of writing for film, television, and radio, will cover the basic principles and practices of dramatic script writing, radio and television news writing, and public relations. This course functions as a course in the Writing-Enrichment Curriculum.
Prerequisite: WRT 181 or FYS 100W, and sophomore status by the beginning of the course; or WRT 181H by the beginning of the course.

COM 401.001 Children and Television (4 cr.)

This course examines one of the primary functions of television in American society: reproducing the values of the dominant culture and especially trying to ensure that those values are passed on one generation to the next. To see that process in its most important and obvious form, we will focus our study on mainstream American television programming directed at children and adolescents. In exploring the interaction of television and new media with the socially and biologically constructed states of childhood and adolescence, we will pay special attention to the way television and new media address and engage those audiences, as well as the uses members of those audiences make of television and new media in their own lives.

Prerequisites: at least two of the 300-level required theory/criticism and history courses, COM 262,, and junior or senior status, by the beginning of the course; or permission of the instructor.

COM 401.002 Media Law and Policy (4 cr.)

You might think that media law and policy sounds boring. If you do, you're wrong. This class will show how policy is about power and is the arena where the battles for control of media are played out, with major implications for your ability to connect and communicate. Pivotal decisions that set the terms for your access to media, as well as what you can create and share with media, are being made on your behalf right now— with or without your participation. This class is about understanding how communications policy works— politically, economically, culturally, and ethically— so that you can be more informed about important current debates and intervene in them to help make media work better for all.

Prerequisites: at least two of the 300-level required theory/criticism and history courses, COM 262,, and junior or senior status, by the beginning of the course; or permission of the instructor.

COM 401.003 Special Topic: Theories of Visual Culture (4 cr.)

The study of visual culture has always defied definition, in part because of its interdisciplinary nature. As a field of study, it draws on a host of theories and methods from Art History, Film and Media Studies, Historiography, Material Culture, Cultural Studies and Critical Theory. This course examines fundamental questions about what visual culture comprises and how we might theorize and understand it. Students will encounter canonical texts and a range of scholarly projects that fall under the rubric of visual culture. In doing so, we will consider how these approaches put pressure on traditional disciplinary models for defining and analyzing visual images-and the act of looking.

Prerequisites: at least two of the 300-level required theory/criticism and history courses, COM 262,, and junior or senior status, by the beginning of the course; or permission of the instructor.

COM 409/ART 375 Topic: Extended Photographic Project (4 cr.)

This studio art course is an exploration of photography and other capture technologies such as digital photography, and video as creative media. This course will encourage students to pursue individual artistic interests while stressing critical thinking skills. The *Extended Photographic Project* offers students already comfortable with basic technical skills the opportunity to explore a project or concept for the entire semester and to challenge and analyze contemporary art-making conventions. By the end of the semester each student will have developed and presented a comprehensive portfolio of work as well as an artist statement. The class is critique oriented with studio work being done outside of course contact hours. Slide presentations and discussions of topics related to contemporary photography and art are important elements of this class. Students may work with wet or digital photo processes, video, web-based work or any capture-based technology. This course is repeatable up to two times.

Prerequisite: ART/COM 201 or permission of instructor.

CPEA 207 Seeing Color and Race (4 cr.)

This course focuses on the phenomena of color and its role and importance in culture and language. Students will investigate the overlapping and mirroring of color theory and racialized and gendered rhetoric. Using various mediums students will investigate the ability for color and color interaction to produce multiple meanings, contexts and cultural implications of visual organization.

Prerequisite: Restricted to first-year and sophomore students and others with instructor permission.

CPEA 250 Enacting Change (4 cr.)

Incidents of school violence are at an all-time high in the United States. When incidents of school violence occur, our first question is often "what should be done, and by whom?" This course will lead with the question "what can I do?" Students will examine school violence by interacting and interviewing students, families, teachers, school officials and government officers to learn about the causes and effects of school violence, and about the policies and practices aimed at curbing violence in the schools. Students will identify what messages are needed by the community (documentation of effects, practical safety training, persuasive messages to influence behavior), and will create theatre works and videos to communicate those messages. Through this work, students will develop their own sense of agency to promote social change. Restricted to first-year and sophomore students and others with instructor permission.

CPEA 251 Salvag,mend, art pract (4 cr.)

Art has historically been a powerful vehicle of political action and activism. In this course, we will create "after lives" for cast offs and discarded objects using basic hand tools, hardware, adhesives, sewing notions and scavenged materials. For inspiration, we will examine artworks, including creative mending

and sewing, from activist-artists around the world. Students will have the opportunity to complete repair projects independently before working as part of a small group to create a project, through deconstruction and reconstruction, that expresses a perspective of a political, economic, environmental or social issue. This artistic process will give us new perspectives on how to repurpose the forgotten or broken into new forms, especially as a tool of political expression and activism. Tinkering becomes an investigation into the obsolescence of technology and how we can materially intervene in our environmental crisis. Restricted to first-year and sophomore students and others with instructor permission.

CPEB 202 Give me your tired... (4 cr.)

The current debates over immigration inform the stories about ourselves as a people and the evolution of our identity as Americans and/or as citizens of other countries. In this course we will work collaboratively to explore the myriad facets of the immigrant experience using a case study approach. We begin by looking at historical immigration trends in Baltimore among three groups – Germans, Irish, and Jews. Then we will study historical perspectives and debates on immigration to the United States, the meaning of citizenship, and the rights of non-citizens. We will compare the U.S. immigration experience and citizenship approaches with three different countries, representing different regions: Canada, Germany, and Israel. During the course of the semester you will work in pairs as well as small groups and collaborate on oral history projects based on interviews with recent immigrants. Additional group projects will include students debates on citizenship and the relationship between identity and citizenship as well as the development of policy papers to weigh the options for admitting immigrants and granting citizenship.

The current debate over immigration, both in the United States and in Europe, provides the framework for this CPE. The debate engages diverse voices, different agendas, and conflicting policies. This is the starting point for our study of immigration, citizenship, and identity. We will be guided by a series of questions and problems in our search for answers and solutions and consider multidisciplinary approaches. This CPE combines the disciplines of political science, media studies, cross-cultural studies, and history to study immigration. The source materials on immigration are rich, diverse, and varied and we will take advantage of myriad books, films, archives, documents, photographs, and on-line exhibits. Ellis Island, a powerful symbol of the American immigrant experience, has an extensive website which we will use in and out of class. Its on-line library, oral histories, and documentary films can be found at www.libertyellisfoundation.org. Restricted to first-year and sophomore students and others with instructor permission.

CPEB 250 Problem Based Learn Organiz Behav (4 cr.)

Ever work with a difficult person? Ever been that difficult person? Organizational Behavior helps us understand and influence human behavior in organizations. In this course you will master core theories and models of Organizational Behavior. You will develop skills that contribute to your effectiveness as a team member. And you will apply your knowledge and skills to address problems on campus and in your own life. Projects include collaborative work to create a video about interpersonal dynamics on campus and an individualized project to address a concern in your own life. Restricted to first-year and sophomore students and others with instructor permission. Students who have already completed BUS 345 should not take this course as they will not receive additional credit for it.

CPEC 202 In Search una Voz/a (4 cr.)

For Mexican writer Carlos Fuentes "writing is a struggle against silence." The goal of this course is for students, with some proficiency (up to an extensive mastery) of two languages (Spanish and English), to struggle against this silence by using both languages in creative writing. In practicing bilingual writing,

students will explore the bilingual world in terms of language use in their social life and social interactions. By focusing on Spanish/English bilingualism in the United States students will learn about the intersecting inequality of this bilingual experience (ethnicity, race, class, degree of bilingualism, among others). Working as individuals and in cooperation with peers, both as respectful audience and careful editors, they will seek modes of presenting their creative fiction and non-fiction production. Restricted to first-year and sophomore students and others with instructor permission.

CPEC 250 Citizen Space & Time (4 cr.)

What is the meaning of citizenship in an interconnected world? How, and where, do we situate ourselves in such an environment? These questions challenge us to see both ourselves and others in dynamic relationships with each other, negotiating space and developing community in the process. These are not new questions, nor are they discipline specific, but they are central to the human condition. In this course, students will explore answers to these questions, those provided in different places and times and through their own inquiries. Restricted to first-year and sophomore students and others with instructor approval.

CPEC 251 Responsibility of the Artist (4 cr.)

Art doesn't exist in a vacuum. Even the lightest or fluffiest forms of entertainment ultimately have an underlying point. This course asks students to question the responsibility of the artist, of writers in particular. Do writers have a responsibility to their audience? Should their texts provide philosophical and political lenses that can help readers navigate complicated societies? Should their texts introduce audiences to complex problems and solutions, help their readers understand difficult questions about race and class? Or does literature exist outside of any prescriptions? This course will examine the difficulties inherent in producing art that has a purpose. We will look at the differences between art and agitprop, between subtlety and didactic rants. And we will discuss the purpose and meaning of contemporary literature, delving into questions of craft and art. Students will write traditional academic essays and original creative works. Students will read examples of texts that successfully merge art and politics, as well as essays that discuss these questions. Texts include *The Essential Gesture*, by Nadine Gordimer, *What is Literature?* by Jean Paul Sartre, and *Being and Race*, by Charles Johnson. Restricted to first-year and sophomore students and others with instructor permission. Poliakoff-Chen.

CPEC 253 Future Cities (4 cr.)

Cities are crossroads where many different people, industries, and cultural activities interact. But cities, including Baltimore, have also been places of great division and inequity. As so many cities attempt to bring new opportunities to their citizens, and create communities that thrive, not just for some but for all, they face a classic conundrum in creating social change: What are the forms of imagination that can actually produce new possibilities? and not just more of the same, but in different packaging? This class will look at the strategies of imagination that map, learn from, and rearrange information into the possible. Utilizing speculative thinking and countermapping, studying social science and creative text, we will map, and experiment with such new narrative practices, using examples from both the global arena and the Baltimore metropolitan area. Restricted to first-year and sophomore students and others with instructor permission.

CPED 202 Disease and Discrimination (4 cr.)

How do diseases get in to and affect the body? How do the conditions in which we live, work, and play impact health? In this course we examine the biological aspects of disease as well as the intersecting inequalities (race, class, sex, sexuality, and others) that contribute to it. We will study the biomedical and social determinants and consequences of 2 diseases -one infectious (HIV) and one non-infectious

(diabetes). Working individually and in cooperative groups, students will then embark on bio-social explorations of a health condition of their choice (from Alzheimer's to Zika) within a local or international setting (from Baltimore to Mumbai). Restricted to first-year and sophomore students or others with instructor permission.

CPED 204 What the Frack? (4 cr.)

This course is an introductory exploration of the chemistry at the center of critical environmental issues important to our communities: air quality, natural resource availability, climate change and energy production (from renewable resources, fossil fuels, and nuclear plants). Chemistry at the heart of environmental challenges and solutions, such as green chemistry and remediation techniques, will be studied. In individual and group projects, students will gain experience with practical chemistry as they conduct lab and field experiments involving the ecosystems local to Goucher campus. This will then be considered in the context of regional issues and the greater role of environmental chemistry on a global scale. Restricted to first-year and sophomore students and others with instructor permission.

CPED 251 Being the best I can be (4 cr.)

Have you ever wondered if you could be faster, stronger, smarter, learn more, or live a healthier life? In this course we will explore the scientific process and how it can be applied to issues of performance and life. We will learn to find and evaluate research articles as we explore a variety of biological and psychological factors that influence performance. Students will work in small groups to develop scientifically supported performance optimizing strategies. Restricted to first-year and sophomore students and others with instructor permission.

FR 132 Special Topics in Language and Culture - Advertising and Cultural Values (2 cr.)

Working in small groups and individually, students will explore the links between advertising and cultural values in French-speaking countries. What can we infer about a country's history, culinary habits, position within globalized economy? How do print ads and commercials either convey existing cultural values or attempt to create new ones? The study of words and images will also serve to expand vocabulary and knowledge of grammatical concepts in the target language.

Prerequisite: FR 120 with a minimum grade of C- or approval of instructor.

GER 132.001 Digital Storytelling (2 cr.)

Digital storytelling is the combination of the art of storytelling with modern technology. Digital Stories are multimedia videos that combine photographs, video, animation, sound, music, text, and a narrative voice. They emphasize a subjective view and are often told from a first person point of view. In the process of creating a visually compelling video students will utilize and further develop their German language skills.

Prerequisite: GER 120 with a minimum grade of C- or approval of instructor

GER 132.002 Creative Writing in German (2 cr.)

This course focuses on the further acquisition of linguistic skills with an emphasis on creative writing. In this course students are introduced to different literary genres in German, such as poetry, graphic novels, short stories as well as non-fictional texts. Students will experiment with different styles and create poems, short stories and dramatic sketches, write journals, letters, reports and reviews. This course is intended to build vocabulary, reinforce grammar skills, and deepen students' understanding and mastery of the expressive potential of the German language. The class involves workshop-style discussions of student work.

Prerequisite: GER 120 with a minimum grade of C- or approval of instructor

HBW 132.001 Multiculturalism in Israel (2 cr.)

In this intermediate/ advanced Special Topics course, students will continue to learn to speak, read and write in the Hebrew language. They explore contemporary Israeli culture, and its diverse music and food.

Prerequisite: HEB 120 with a minimum grade of C- or permission of the instructor.

HBW 132.002 Hebrew Language Studio (2 cr.)

Prerequisite: HEB 120 with a minimum grade of C- or permission of the instructor.

HIS 320 Slavery & Capitalism (4 cr.)

This seminar examines major debates surrounding the relationship between slavery and capitalism in the Atlantic world. For nearly a century, historians and other theorists have debated whether these two forms of economic production were contradictory or complimentary. Many, arguing that slavery was inherently inefficient and backward-looking, have suggested that slavery was destined to end because of capitalism's more efficient use of capital and labor. Others, however, have argued that Atlantic slavery not only helped fuel the industrial revolution, but also created models of labor coercion, surveillance, and cultural hegemony that remain central to capitalist social organization today. This course examines key texts in the debate, including several recent works that have reignited this critical field of historical inquiry.

IT 132.001 Italian Food and Culture (2 cr.)

This course examines ways in which food shapes contemporary Italian society and its cultural practices. It further develops students' proficiency in Italian and expands their understanding of contemporary Italian society and culture through the analysis of a selection of texts and multimedia from the perspective of the role(s) food can play. The assessment consists of an oral presentation, a take home exam and written assignments. Grammar is selected and presented at two different levels, depending on the students' level.

Prerequisite: IT 120 with a minimum grade of C- or permission of the instructor.

IT 132.002 Italian Culture Through Advertising (2 cr.)

Prerequisite: IT 120 with a minimum grade of C- or permission of the instructor.

PCE 231 Iraq (4 cr.)

The American War in Iraq brought down a dictator and transformed the Middle East. America's allies were few and mostly symbolic. The armies on both sides were unprepared. Saddam Hussein was a secularist and former ally of the US. Iraq was not harboring al Qaeda. So what interests did the war serve and what has been its impact on the country and the region? This course is a detailed look at the war in Iraq through film, narrative, maps, ethnography, and print media research.

PSY 422 Seminar in Cognitive Psychology - Cognition, Teaching, and Learning (4 cr.)

This seminar focuses on recent developments in the field of Cognitive Psychology in relation to teaching and learning issues in higher education. Effective educators and psychologists understand a great deal about students' mental activities, or *cognitive processes*, which include all the remarkable, interconnected functions of the mind, such as attending, imaging, organizing, elaborating, encoding, creating, retrieving, and problem-solving. Special emphasis is given to the impact of memory theories and research on our understanding of information processing in the context of educational experiences. Topics include working memory, metacognitive strategies for learning (i.e., *knowing what you know* and

learning how to learn), teaching techniques, effective study habits, testing issues, and the impact of technology. A central objective of this seminar is to develop strong theoretical understanding and methodological skills needed to conduct original research on these topics. Students also complete a translational project for a general audience.

Prerequisites: *Human Learning & Memory* (202/222) or *Cognitive Psychology* (235/322) or PSY/ED 207; PSY 302 (formerly 252) or 305 (formerly 255); or instructor permission.

PSY 437 Educational Neuroscience (4 cr.)

The emerging field of educational neuroscience (often called “mind, brain, and education”) lies at the intersection of cognitive neuroscience, developmental psychology, and education policy. This course will investigate the relationship between the developing brain and math, reading, and executive functioning skills, as well as learning differences in these domains. We will pay particular attention to the intersectional impact of socioeconomic status, educational access, and cultural background. We will explore theoretical and methodological issues related to research in educational neuroscience, and critically evaluate the empirical basis of educational games, apps, and other trends (such as “brain training”).

RLG 334 Islam and Human Rights in Theory and Practice (4 cr.)

This course examines contemporary debates over the compatibility of Islam with human rights. Is there an Islamic conception of human rights? If so, then how is this discourse activated, used and challenged by Muslims? How do Islamic conceptions and articulations of human rights relate to western/universalist conceptions? As a class, we will explore the contours of various human rights debates as they surface in the writings of Islamic thinkers, and in everyday practices and contestations taking place in Muslim and non-Muslim societies today.

RUS 132.001 Language Studio: Russian Cinema and Music (2 cr.)

This course examines the impact of the most popular films and contemporary music on Russian culture. The focus will develop student proficiency in Russian and expand understanding of contemporary Russian society and culture

through the analysis of selected script excerpts and lyrics. The course will cross disciplines into Art, Communications, Media Studies, and Music. Grammar is selected and presented at two different levels, depending on the student’s placement.

Prerequisite: RUS120 with a minimum grade of C- or permission of the instructor.

RUS 132.002 Language Studio: Russian Cuisine (2 cr.)

This class will examine Russian food and customs associated with meals. The focus will develop student proficiency in Russian and expand understanding of contemporary Russian society and culture through reading menus and recipes, as well as exploring the culture of meals at home and in restaurants. Students will sample the cuisine of Russia as they learn how it impacts Russian society and behavior. The course will cross disciplines into Communications, Psychology, and Sociology. Grammar is selected and presented at two different levels, depending on the student’s placement. The final capstone project will entail students putting together a typical Russian meal and observing proper etiquette as a class.

Prerequisite: RUS120 with a minimum grade of C- or permission of the instructor.

RUS 252 Voices of Dissent and Social Change (4 cr.)

(Cross-listed as RUS 325, WL 252 and WL 352) In Russian and/or English. Primarily a literary survey course for mid-intermediate students, comprised of annotated texts supplemented by short written assignments. Native speakers read authentic texts. English speakers read the works in translation. Major

genres and literary movements of the 18th to mid-19th century are covered in the works of seven pivotal writers: Karamzin, Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Dostoevsky. Individual works selected in accordance with the topic. Essential grammar review and intensive vocabulary building is integrated into this course, which is required for Majors and Minors.

Prerequisite: RUS 248, any 200-level Russian literature course, or RUS 321.

RUS 352 Voices of Dissent and Social Change (4 cr.)

(Cross-listed as RUS 252, WL 252 and WL 352) In Russian and/or English. Primarily a literary survey course for advanced students, comprised of authentic texts supplemented by short written assignments. English speakers read the works in translation. Major genres and literary movements of the late 18th to mid-19th century are covered in the works of seven pivotal writers: Karamzin, Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, and Dostoevsky. Individual works selected in accordance with the topic. Essential grammar review and intensive vocabulary building is integrated into this course, which is required for Majors and Minors.

Prerequisite: RUS 248, any 200-level Russian literature course, or RUS 321.

SOA 393 Race, Social Media, and Generation Z (4 cr.)

In 393 Race, Social Media, and Generation Z we will discuss how contemporary technology shapes the way that young people talk about and learn about race. We will discuss among other things; 1. How changing technology affects racial perceptions, racial biases, and affects the reproduction of racial inequalities. and 2. Racial perceptions, racialized rhetoric, racial understandings, and interpersonal relationships among young people. 3. Social media can/has given a space for marginalized populations. How do they use these spaces, and what kind of messages are exported. What sorts of messages are more insular? And how are these spaces challenging long-standing narratives (racial and otherwise). 4 How Generation Z compares to other generations given structural and cultural changes.

SP 350 Topic: Latin American Literature (4 cr.)

In this course, we will be reading short stories from contemporary Latin American authors. Our analysis will be based in large part on the historical and social context of the narrations but we will also consider the distinct style and tones of the different authors as well in order to begin thinking about the writing process and creating one's own narrative voice. Students will do close reading work in groups and as individuals but will also be asked to undertake brief creative writing projects.

Prerequisite: SP 230, SP 230S, SP 230V, or SP 235; or permission of instructor.

THE 314 Culture and Community Topic: Theatre and Drama in the USA (4 cr.)

This course looks at theatre and drama in the United States, from the late eighteenth century to the present. How has theatre in the USA shaped and reflected American national identity? How has the theatre promoted, or criticized, or denied particular ideals and experiences associated with being American? How may the theatre shape our perceptions of who we are, who we have been, and who we might become? Themes that will tie these questions together include the importance of cultural diversity as a crucial influence on and image reflected in US theatre; and the idea of "acting American"- how does one do that, how have plays examined that question, and how have actors contributed to it? In the course we will analyze play texts and consider them in their theatrical and cultural contexts. All of the plays to be covered were written to be performed. We will look at some of the theatrical and social forces that originally shaped the works, and we will look at some of the forms and pressures that shape our own, ever-changing understandings of the plays and of their performance potential.

WRT 301.001 Travel Writing: Composing our Transnational Narratives (1 cr.)

This writing studio provides extensive practice in critically reading travel narratives, composing our own, and understanding human experience as it relates to crossing national borders. From each stage of travel, we will analyze the dynamics of revealing one's self and representing the other. Students who returned from studying abroad, are preparing to embark on their study abroad journey, or those interested in travel writing will find the course useful.

WRT 301.002 Studio for Writers 3: Special Topic: Grieving (1 cr.)

Grief is a part of life; adjusting to and living with loss are complicated processes, particularly during college. This writing studio is designed to help students write together using guided reflection, shared class discussion, in-class writing exercises, and written reflection assignments that will help you understand and process grief, grieving, and loss at a deeper level.