

# Goucher College

## Registration Guidebook

Fall  
2019

Office of the Registrar  
1021 Dulaney Valley Road, Baltimore, MD 21204  
410-337-6500/FAX 410-337-3111  
April 12, 2019

**\*\*\*IMPORTANT\*\*\***

**This document contains important information for student registration.**

**View the Fall 2019 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 2019**

#### **Dates for Fall 2019 Registration**

Academic advising begins for Fall 2019  
Registration begins for Fall 2019

Monday, April 15  
Monday, April 29

#### **STEP 1: ACADEMIC ADVISING**

Advising for students is April 15 to April 26. 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 fall class schedule to start your planning process. The schedule will be posted on the web April 12. 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 advisor, 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. Advisor, instructor and program director 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 2019 is Wednesday, 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 April 12. 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 28, at midnight. After this date, through Thursday, September 5, students may still **drop** semester courses, in person in the Office of the Registrar.

Through August 28 at midnight, 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 28 at 5:00pm. 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](mailto:helpdesk@goucher.edu). The helpdesk e-mail will be monitored for problems during registration.

**Current Credits Completed as of April 2019    Your registration begins:**

68.00 or more credits completed	Monday, April 29 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 28, at midnight.
45-67.99 credits completed	Tuesday April 30 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 28, at midnight.
17.00-44.99 credits completed	Wednesday, May 1 (7:00 to 8:00 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 28, at midnight.
0-16.99 credits completed	Thursday, May 2 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, August 28, at midnight.
Non-candidate students	Friday, May 3 (8:00 a.m.) Registration and schedule changes continue online until Wednesday, August 28, 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**

Log into <https://my.goucher.edu> to access your class schedule, course history, and space in classes. For help, visit the [myGoucher FAQ page](#).

**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 are strongly encouraged not to enroll in BSEP courses during their last semester, as BSEP grades not submitted by the graduation clearance deadline can impact the student's ability to graduate. 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. Look for the Final Exam/Experience Schedule on the [Registrar's website](#)

### **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 Exploration Office (CEO). These courses will be added to students' registration once the approved ILA is received by the Office of the Registrar from the CEO.

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 the Office of the Registrar. 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 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. Not all dance classes are eligible to fulfill the PE credit. Please check the list of eligible classes offered each semester at <http://www.goucher.edu/registrar/course-information/>.

### **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:** CWP is a requirement for graduation at Goucher

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.

Please look for the Call for CWP Submissions early in Fall 2019. 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 2019**

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

## 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 2019 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 2019 that satisfy Goucher Commons Requirements can be found online at <http://www.goucher.edu/registrar/course-information/>.

## Topic and New Courses Fall 2019

### **AMS 240: Religions of Baltimore (4 cr)**

This course will provide an introduction to the world religions through attention to the religious life of Baltimore, MD. The course will explore how religious communities in the city engage in social justice work through attention to two or three themes such as housing, the environment, or gun violence. Readings and course work on the religious histories and theologies that inspire this work will be combined with community-based learning opportunities to increase the religious literacy and interreligious engagement skills of students.

### **ARB 133: Intermediate Arabic (2-4 cr.)**

This course furthers the study of the vocabulary, grammar, and syntax through intensive aural, reading and written practice. Students will explore cultural themes and apply grammatical concepts in the target language through the use of authentic materials such as literary and journalistic texts, advertisements, films, songs, or digital media. Four weekly contact hours with the instructor.

Prerequisite: placement or ARB 120 with a minimum grade of C-.

### **ARH 288 African American Art (4 cr)**

This class will offer a study of African-American art from the nineteenth century to the present. We will cover a range of media - from painting, sculpture, architecture, printmaking, photography, textiles, performance, conceptual, and installation art - consider works from a variety of perspectives, but paying particular attention to how black artists used their art to assert and question identity.

### **ARH 311: Chanel and History Fashion (2 cr)**

This course offers a 7-week journey through the history of fashion through selected case studies, with particular emphasis on the historical and cultural roots of contemporary fashion styles and trends. Broad topics that we will address include cultural norms for fashion; identity and adornment, the question of "style" and revivals; "taste" and fashion norms; gender and fashion; branding; visual/literary strategies for prompting a given fashion-trend. There will be a project based component that engages 19<sup>th</sup> century fashion, and which will require hands-on research in Special Collections.

Prerequisites: VMC 103 (ARH 103), VMC 281 (ARH 281), or permission from the instructor.

### **ART 375: Special Topics Photography Practices (4 cr)**

*Vanity Fair* photographer Annie Leibovitz stated: "A thing that you see in my pictures is that I was not afraid to fall in love with these people." *People and Places* is a photography course that doesn't want you to sit on the sidelines and look at the world from a distance. Rather the idea is to emulate Leibovitz and to fall in love with the people and places you choose to photograph. This class offers students who have Completed Photography 1 the opportunity to explore a project or concept for the semester and to push your skills by engaging with a subject that you deeply care about. By the end of the semester students will have developed a personal project on a subject of their choice. This class is critique oriented with the majority of studio work being done outside of course contact hours. Discussions on topics such as self-portraiture, street photography, the body, and landscape are important elements of the class. Students may work with analog or digital photo processes. Because the topic changes each semester, students may take this course as many times as they like.

Prerequisites: ART 201 and ART 303 (formerly ART 203), OR COM 201 and COM 303 (formerly ART 203). Lab/class fee of \$45 will be assessed.

**ART 393: Junior Seminar: Art and Audience (4 cr)**

Art and Audience serves as an introduction to contemporary practices in the visual arts. The course is designed as a seminar and critique course, and emphasizes the relationship between art making, culture, and audience. Students will create artwork based on personal interests, and current and previous art classes. Class discussions and assigned readings develop students' critical and conceptual skills, while artist lectures and gallery/museum visits help students contextualize their artwork in contemporary artistic practices. Students will receive regularly assigned readings, attend artist presentations and galleries, and participate in class discussions about their own art work. This course is a core requirement for the Art major and minor.

Prerequisite: three studio courses, one of which must be a 200-level class or permission of instructor.

**BIO 477: Seminar in Human Physiology (2 cr)**

This seminar will focus on the current research of the human form and function. Topics include endocrinology, immunology, reproduction, neurology, and anatomy. Students will become knowledgeable through discussions, presentations, and analysis of primary literature.

Prerequisite: BIO 220.

**BUS 335: International Marketing (4 cr)**

Prerequisite: Junior standing or permission of instructor.

**CPEA 206: Embodying Lemonade (4 cr)**

Beyoncé Knowles is an international artist whose work is garnering more attention for its socio-political themes. On the surface, Beyoncé might seem to deploy messages about race, gender, class, and sexuality that appear to coincide with certain stereotypical social norms; but in this course, we use Beyoncé's "Lemonade" as a framework to understand the politics of bodies as communicative devices. Our approach will be multifaceted: First, we will assess how our bodies communicate to others around us; and secondly how media uses bodies to curate communication. In this course, we will position Beyoncé as a progressive, feminist, and queer icon through meticulous examination of her work and career alongside historical and contemporary black feminist writing. We won't read about Beyoncé; rather, these juxtapositions will put her work in conversation with larger issues in an attempt to understand the socio-political communication of bodies.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester. Shaheed.

**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.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester. Djouni.

**CPEA 251: Social engag art practicfor envir (4 cr)**

This course is focused on complex problem exploration within a socially engaged art practice. Socially engaged practice describes art that is collaborative, often participatory and involves people aside from the artist to complete a work. Each semester a particular environmental issue will be selected for a focused inquiry however individual perspectives, open experimentation and creative interpretation are central elements. Group projects will balance aesthetics with community engagement.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester.

**CPEA 206: Getting Healthcare (4 cr)**

Healthcare is one of the defining issues of our age. When the Affordable Care Act was passed in 2010, it introduced a number of healthcare reforms, including a ban on pre-existing condition exclusions and a requirement for health plans to pay for certain services like mental health, prescription drugs, and maternity care. Despite its gains, some have argued that the law did not go far enough in extending healthcare coverage, while others have claimed that the law is nothing more than an example of governmental intrusion into the most intimate areas of our lives. Thus, over the last few years, we have witnessed, on the one hand, the rise of the rallying cry of "Medicare-for-all," and on the other hand, the re-occurring and impassioned effort to undo the law through repeal. This course will bring together perspectives primarily from medical anthropology and healthcare policy to consider how we got to where we are with our healthcare system and how people, whether as patients, providers, insurers, or as policy experts, participate in that system today. We will work individually and collaboratively to address the varied implications and processes of "getting healthcare" in the United States, both in terms of the everyday practices involved in healthcare-seeking and in terms of gaining a clear understanding of what has gone into the makings of a unique and very complex system for healthcare delivery and payment.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester.

**CPEB 207: Chocolate Diaries (4 cr)**

Most everyone loves chocolate! The mention of the word conjures images and feelings of decadence, love, and extravagance. Chocolate has become a global commodity and business valued at \$50b annually. Where does chocolate come from? Who makes it? What is the source of our infatuation? Where does all the money go? This CPE course will investigate all things chocolate in order to build an inventory of research approaches that can be applied to a wide range of social science questions.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester.

**CPEB 250: Problem Based Learning Organized Behavior (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 through junior students and others with instructor permission. Students are limited to one CPE course per semester. Students who have already completed BUS 345 should not take this course as they will not receive additional credit for it.

**CPEB 251: Improvement Science for Innovative Change (4 cr)**

Personal goals like New Year's resolutions usually fail by February and organizational change efforts also notoriously don't stick. Want to stop spinning your wheels towards the change you want to see in yourself or your organizations? Want to be part of a team coming up with innovative ideas that lead to meaningful, enduring change? Methods in improvement science can guide us in developing more effective strategies for reaching these goals. In this course, we will look at examples of how

improvement science has been used to solve problems in education and health care. We will practice skills that can shift our frame of mind to one of systematic and innovative improvement rather than aimless efforts leading to stagnation. As a class, we will apply these skills by developing and implementing change processes to reach a common aim on campus.

Restricted to first-year through junior students and others with instructor permission.

#### **CPEB 253: Solve it! Student Consulting (4 cr)**

The world has problems that need solutions. What skills do you have that can be harnessed to address those needs? Not sure? Then this course is for you. Given the needs of an organization, you and your classmates will be tasked with solving a particular problem utilizing your individual talents. You will acquire specific social science research skills (survey design, implementation, analysis and presentation of results) that will build your resume and help you see the ways your knowledge can be applied more broadly.

Course restricted to first-year through junior students, and others with instructor permission. Students may only take one CPE course per semester.

#### **CPEC 208: Media Literacy: Fake News, Real News, De (4 cr)**

For a democracy to function, citizens need trustworthy, reliable, accurate information. But we are now living in a nation where that is getting harder to find. Where can you go in this vast media universe for reliable information? How do you evaluate information you find at places like Facebook, twitter, Instagram, InfoWars, The Drudge Report, the New York Times or The BBC? This course is designed to help students develop personal strategies to differentiate and evaluate the many sources of news and information in our fragmented, digital lives.

Restricted to first-year through junior students, and others with instructor permission. Students are limited to one CPE course per semester.

#### **CPEC 250: Citizenship through Space and 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. Sometimes we will meet as a whole group, but more often in sections of 20.

Restricted to first-year through junior students and others with instructor approval. Students are limited to one CPE course per semester.

#### **CPEC 251: The 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 through junior students and others with instructor permission. Students are limited to one CPE course per semester.

**CPEC 255: Drink the Kool-Aid (4 cr)**

This course will examine the origins, theology, rituals, and development of the religious movement The People's Temple (Jonestown). We will explore how the movement grew from a utopian religious movement in California to a group that engaged in a mass suicide/murder involving 909 people, one third of whom were children. The course will address motivations for joining new religious movements and for staying in movements even when they promote increasingly isolated and violent behavior. The course will also explore the role of race, socio-economic status, and gender in the origins, development, and public memory of the group.

Restricted to first-year through junior students, and others with instructor permission. Students are limited to one CPE course per semester.

**CPEC 257: Growing Food for Sustainability and Justice (4 cr)**

Sustainable farming and gardening practices offer answers to some of the biggest problems we face in the twenty-first century: global warming, the inequitable distribution of food, even physical and mental health challenges. In this course we will explore what we have to gain by shifting away from an extractive and exploitive relationship with the land and natural world. We will also examine current practices in regenerative farming, urban gardening, and the slow and good food movements that ask us to consider how to be responsible eaters. Projects will depend on student interests and might include planning gardens and other aspects of sustainable food production: making compost, testing for lead, exploring carbon sequestration, farming the forest, growing for market - including four-season growing. Restricted to first-year through junior students, and others with instructor permission. Students are limited to one CPE course per semester.

**CPED 206: Alien Planets/ data astronomy questions (4 cr)**

Scientific discoveries can dramatically change how we think about our place in the universe. Often, these are a result of access to new types of data, or new ways of thinking about puzzling data. However, the scientific process and therefore the results can seem impossible to understand. In this class you will see that many scientific advances really are accesible to everyone. You will build scientific and data skills as you study some major discoveries, such as planets orbiting other stars and the expansion (and age) of the universe. You will put this background to use as you develop collaborative projects that study real astronomical data and present an interpretation of its significance and limitations. You will learn how to discover and communicate scientific facts like those you read about in textbooks using data, models, and the consensus of a scientific community.

Restricted to first-year through junior students, and others with instructor permission. Students are limited to one CPE course per semester.

**CPED 209: How We Move: Measuring Physical Activity (4 cr)**

What does it mean for humans to move their bodies effectively? How do we gain insight into the mechanics of everyday activities like balancing, walking, or running (and what they feel like to us)? What about more complex motions like those in dance or sports? In this course we will explore kinesiology -- the physiological and mechanical principles of human movement -- using the tools of physics. Concepts such as force, acceleration, rotation, equilibrium, and center of gravity give us a language to talk about and measure what bodies can and can't do -- and to hold our beliefs up to experiment. By connecting

measurable physical quantities to our bodies' experiences, and those of others, we can ask and answer precise questions about how to move effectively. With smartphones, sensors and video capture, we can gather numerical data during our day-to-day lives, or set up careful experiments to test our instincts and guesses. Students will conduct collaborative experimental investigations of a movement problem or issue in a context of interest to them, such as sports, exercise, or dance.

Restricted to first-year through junior students, and others with instructor permission. Students are limited to one CPE course per semester.

#### **CPED 250: Myth Busters: Apply Scientific Methods Everyday (4 cr)**

It has been suggested that we have moved from an information-scarce environment where there was not as much information but the vast majority of it was reliable—to an information-rich environment in which there is a great deal more information, but it is mostly unreliable opinion and junk. How do we decide what to believe? What information constitutes “knowledge”? One way to determine this is with the tools of science. Our focus in this course will be to use the tools of science, notably the scientific method, to explore a current issue. We will begin with a discussion of epistemology, or how we know what we know, and we will learn about the methods of science, including their limitations and when and where it is best or even necessary to use them. After learning some of this background, you will embark on a collaborative project, culminating in a proposal for one way to use these tools to address a current topic or problem.

Restricted to first-year through junior students and others with instructor permission. Students are limited to one CPE course per semester.

#### **COM 110: American Nightmares: The Horror Film from Psycho to Get Out (2 cr)**

This course will explore the U.S. horror film since Hitchcock's *Psycho* invaded the American psyche in 1960. We will consider the ways that imaginary monsters embody real terrors, and the impact of social and technological change on the stories through which we provoke and assuage our fears. We will pay particular attention to horror's fixation on difference and embodiment as means of managing anxieties around race, gender, and sexuality. Informed by our reading from the rich tradition of critical and theoretical writing on horror, we will investigate how the genre grips us on both visceral and intellectual levels so as to confront the sources of dread and terror lurking beneath horror's surface.

Prerequisite: COM 105 or a relevant FYS course taught by CMS faculty, or permission of instructor.

#### **COM 401: Race and Ethnicity (4 cr)**

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 405/FR 451: Maghrebi Cinema (4 cr)**

A study of the cinema of the three countries of the Maghreb previously colonized by France (Morocco, Algeria and Tunisia), from its beginning to the present day, this course looks at each film production against the cultural, social, historical, economic, political context of its time; its critical and audience reception in the country and abroad; and its place in global film culture.

Prerequisites: COM 341 and/or COM 342, COM 262, and junior or senior status, by the beginning of the course; or permission of the instructor.

#### **COM 409/ART 375: Special Topics Photography Practices (4 cr)**

*Vanity Fair* photographer Annie Leibovitz stated: “A thing that you see in my pictures is that I was not afraid to fall in love with these people.” *People and Places* is a photography course that doesn't want you to sit on the sidelines and look at the world from a distance. Rather the idea is to emulate Leibovitz

and to fall in love with the people and places you choose to photograph. This class offers students who have Completed Photography 1 the opportunity to explore a project or concept for the semester and to push your skills by engaging with a subject that you deeply care about. By the end of the semester students will have developed a personal project on a subject of their choice. This class is critique oriented with the majority of studio work being done outside of course contact hours. Discussions on topics such as self-portraiture, street photography, the body, and landscape are important elements of the class. Students may work with analog or digital photo processes. Because the topic changes each semester, students may take this course as many times as they like.

Prerequisites: ART 201 and ART 303 (formerly ART 203), OR COM 201 and COM 303 (formerly COM 203).

**EC 265.001: Selected Topics Economics: Behavioral Economics (2 cr)**

This course will introduce students to the field of behavioral economics—the subfield of economics that uses economic tools paired with insights from psychology to better understand economic outcomes as the result human behavior. The behavioral science literature has documented many heuristics and biases – i.e. habits of thought – that have profound effects on everyday judgement and decision making. Students will start by developing a foundation for understanding these habits of thought, and will then put them to use evaluating various topics in economics: consumer behavior, decisions under uncertainty, risk preference, cooperation, and public policy.

Prerequisite: EC 111 and possibly EC 211 depending upon the topic.

**EC 265.002: Game Theory (2 cr.)**

This course serves as an introduction to the field of game theory, where students explore why people make certain choices when they interact with others. In the pursuit of understanding human interaction, the course will cover various types of strategies that individuals use in their decision-making process and the potential outcomes of making certain choices.

Prerequisite: EC 111

**EC 265.003: The Economics of Inequality (2 cr.)**

This course introduces students to the measurement, analysis, and causes of economic inequality and its impact on opportunity and equity. Further, the course will explore the implications of economic inequality from an applied policy perspective by relying on research methodologies that are used in various fields of economics such as labor economics, public economics, the economics of crime, and the economics of education.

Prerequisite: EC 111 and possibly EC 211 depending upon the topic.

**FR 133 Intermediate French (2-4 cr.)**

A continuation of FR 110 and FR 120, this course focuses on the attainment of intermediate-level proficiency in linguistic skills (understanding oral and written French, speaking, and writing) taught in cultural context. Includes close reading of short pieces by Francophone authors, close viewing of audiovisual materials, and discussion of particular cultural elements in the target language. Interested students may also enroll in FR 272Y during the second seven weeks of the spring semester. 2 or 4 credits depending on what is needed to complete the foreign language and culture requirement.

Prerequisite: Placement test or FR 120 with a minimum grade of C-

**FR 251 Topic: Literature Beyond Nations (2 cr)**

This interdisciplinary course explores the economic, political, and cultural processes that transcend the boundaries of nation-states. By focusing on a special topic (e.g., global communications, immigration, visual and performing arts, multinational corporations, health and the environment), students will

explore transnational connections between individuals, communities, and societies and how these influence the social, cultural, economic and political landscapes in their societies of origin and destination. To better understand the dynamic exchanges and conflicts across postcolonial and other borders, we will draw on concepts taken from the social sciences, the arts, and the humanities.

Prerequisite: None

**FR 357.001 Hip-hop culture in the francophone world (4 cr.)**

France and the francophone world are second only to the US as far as the venerability of the hip-hop scene is concerned. This course proposes to study the musical, verbal and visual practices of francophone hip-hop that have become a privileged object for cultural studies and of academic discourse over the past decade. Transnational issues such as hybridity, class, ethnicity, gender equality, political activism, and identity formation may be covered.

Prerequisite: FR 245 or permission of the instructor

**FR 451/COM 409: Maghrebi Cinema (4 cr)**

A study of the cinema of the three countries of the Maghreb previously colonized by France (Morocco, Algeria and Tunisia), from its beginning to the present day, this course looks at each film production against the cultural, social, historical, economic, political context of its time; its critical and audience reception in the country and abroad; and its place in global film culture.

Prerequisite: FR 245 or permission of the instructor.

**HBW 132: Special Topics in Language and Culture (2 cr)**

Prerequisite: HBW 120 or equivalent with a minimum grade of C-.

**HIS 238.001: Topics in Comparative Colonialism (4 cr)**

Recommended but not required: 12 college credits or permission of the instructor.

**HIS 289: Special Topics in History: Women and Gender in European History (4 cr)**

What happens to our understanding of European history if we view things from the perspective of women's lives and gender roles? Does an emphasis on women and gender overturn, modify, or reinforce standard historical narratives? Can women's lives and gender roles be discussed apart from well-known, male-dominated political and military events? How has the formulation of assorted theories of gender shaped historians' approach to European history? This course seeks answers to those questions through case studies of various episodes and phenomena in European history. Students will analyze both primary-source evidence and secondary-source readings, both texts and artifacts produced by historical actors and cutting-edge interpretations by modern scholars.

Recommended but not required: 12 college credits or permission of the instructor.

**HIS 320: Themes in European History (4 cr)**

Students will read and analyze historians' evolving views of select important themes in European history. (Specific topics will be determined at a later date.) Seminar-style discussions will push students to assess and situate various historians' methods and debates. Each student will also produce a short research proposal and reflect on what it means to conduct historical research.

**LIT 114: Literature for Everyone - Fall 2019: Dead or Alive: Edgar Allan Poe**

There's so much more to Poe than the "The Raven" and "The Tell-Tale Heart." In addition to his novel, Narrative of Arthur Gordon Pym, Poe is credited with the creation of three genres: modern horror, detective, and science fiction. In this course, we'll sample them all.

**LIT 371: Seminar Moby Dick (4 cr)**

The Whale. Several years ago the New York Times Book Review surveyed readers about the book they most regret not having read. The number one answer? Moby-Dick. Avoid their terrible fate and read Moby-Dick, the true story it was inspired by, and the works it inspired in turn, including satires (Mad Magazine's "Call me Fish-Smell"), films, and a techno-opera.

Prerequisite: LIT 200. Pre- or corequisite: LIT 215.

**MA 216: Operations Research (4 cr)**

Operations Research is the application of mathematical methods to decision-making, using modeling and optimization to solve problems with applications ranging from airport scheduling to identifying social networking communities. This course will cover modeling and solving linear programming problems (optimization problems with linear constraints), sensitivity analysis, network flow problems, and, time-permitting, an introduction to integer programming. This course will be project-driven with applications drawn from the transportation, manufacturing, medicine, and online communities, to name a few.

Prerequisite: a minimum grade of C- in MA 180.

**MA 460 Topology (4 cr.)**

A proof-based introduction to point set topology, covering the notions of topological spaces, continuity, connectedness, compactness, countability, separation and metrization.

Prerequisite: MA 304

**PSC 249.001 Regionalism, Democracy, and Citizen Security in Latin America (4 cr.)**

This course will focus on examining timely and contemporary issues in Latin American and the Caribbean as they relate to the spread or deterioration of democracy and regional integration mechanisms through multilateral organizations. We will also focus on gaining a better understanding of the challenges that the region still faces in terms of violence and repression perpetrated by repressive and/or weak governments, such as in Venezuela, Nicaragua, and Guatemala; and from illicit trafficking in drugs, arms, and people that has led to a citizen security crisis in Central America. What are the challenges to further integration? How much priority is given to human rights and citizen security within regional governance structures? Will democratic governance be strengthened or undermined in the future? What role will regionalism in the Americas play in global politics moving forward?

Prerequisites: None

**PSY 428:Seminar in International Psychology (4 cr)**

Prerequisites: One course from Cluster II (PSY 220, 230, or 244); AND one course from Cluster III (PSY 219, 226, 227, or 312) of the psychology major curriculum; AND (PSY 302 or 305); or permission of instructor.

**PSY 430: Seminar in Social Psychology: Close Relationships (4 c)**

A consideration of social psychologists' attempts to understand the nature of such elusive concepts as love, intimacy, and closeness. This course will focus primarily on relationship processes, including the following topics: The development of intimacy; influences on relationship satisfaction; the interplay of autonomy and relatedness motives; relational schemas/models; relationship conflict; technology and relationships; and gender and sexuality in a relational context.

Prerequisites: PSY 230; and PSY 302 (formerly PSY 252) or PSY 305 (formerly PSY 255); or permission of the instructor.

**PSY 437: Seminar: Psychopharmacology (4 cr)**

This course will investigate the effects of psychoactive substances on neurological functioning. Focus will be placed on biochemical and anatomical alterations associated with therapeutic and recreational use. Associations between these effects and the treatment of various psychological disorders will be emphasized.

Prerequisite will include Mind and Brain (Psy 237) or permission of instructor

**PSY 438: Seminar in Clinical Psychology: Treatment of Internalizing Disorder (4 cr)**

Internalizing disorders capture a wide range of mental illness, including anxiety disorders and depression. These disorders impact large proportions of the human population. Elevated rates of anxiety and depression are also experienced by children and adolescents. This seminar will deepen students' understanding of internalizing disorders, examine multiple psychotherapeutic approaches to treatment for internalizing disorders, and evaluate the research underpinnings of each treatment approach. Students will also have the opportunity to learn about various approaches to psychotherapy from practitioners who implement these interventions. Students will be expected to take an active role in the class. Students with a professional interest in applications of clinical psychology (e.g., becoming a psychologist, social worker, counselor, etc.) are encouraged to enroll. Prerequisite: PSY 238 (formerly PSY 271); and PSY 302 (formerly PSY 252) or PSY 305 (formerly PSY 255); or permission of the instructor.

**RUS 132.001: 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: RUS 120 or equivalent with a minimum grade of C-.

**RUS 132.002: Russian Cinema (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: RUS 120 or equivalent with a minimum grade of C-.

**RUS 253: Soul of Russian (4 cr)**

In English with 1-credit Russian option. Russian traditions, folklore, conceptions of the world, and the search for national identity are studied in juxtaposition with Russian history and literature, music, cuisine, and dance. All students must complete a research paper. Prerequisite: none. As needed.

**RUS 353: Soul of Russian (4 cr)**

(cross-listed as RUS 253) In English with 1-credit Russian option. Russian traditions, folklore, conceptions of the world, and the search for national identity are studied in juxtaposition with Russian history and literature, music, cuisine, and dance. All students must complete a research paper. At the 300-level students are required to complete a research paper, capstone project, or Community-Based Learning project OR read and write in Russian.

Prerequisite: permission of instructor. As needed.

**SOA 393: Seminar : Development, Justice and Social Change (4 cr)**

This course offers a sociological understanding of development and its consequences for social and environmental justice. Development is the number one problem facing the world today. We will investigate the problems of poverty, injustice, ecological degradation, and social pathologies generated by poorly executed development as they manifest across time and space within a shared set of global dynamics. Designed from the perspective of comparative historical analysis, the course will pay special attention to how development is constructed, institutionalized, and experienced. Thus, the course will not only address development based on economic and geopolitical dynamics, but also emphasize complicated notions of difference and identity to offer an analysis that links inequality to power and forms of rule.

Prerequisites: Junior standing and one of the following courses: SOA 200, SOA 201, or SOA 217. (This course contributes to the Institutions and Social Change component of the Social Justice Concentration in the Sociology/Anthropology Major.)

**SOA 482: Seminar Life and Death (4 cr)**

How do cultures around the world explain and cope with death? How do beliefs about mating, reproduction, and child rearing compare from one cultural context to another? What kinds of cultural rituals do the events of birth and death involve? This course takes an anthropological perspective to the beginnings and ends of human life, with a focus on reproduction, birth, childhood, and death. We will draw from a wide range of studies in anthropological subfields, such as medical anthropology, the anthropology of religion, archaeology, and forensic anthropology, to try and understand how these major periods of the human life course, and just beyond it, are conceptualized and experienced, both in historical and contemporary cultures. Some of the topics we will consider are: reproductive technologies, birthing, child rearing, mortuary ceremonies, body farms, and zombification and vampirism.

Prerequisites: Junior standing and one of the following courses: SOA 200, SOA 201, or SOA 217.

**SP 350: Spanish Honors: "Había una vez:" Creando mundos en español (4 cr)**

In telling stories we create worlds, social environments, identities. This is a fundamental skill in any language, and one that you will need if you hope to enhance your skills in Spanish. This course is an opportunity to be creative and one to explore other's creativity. We will read comics, short stories, listen to podcasts, and watch YouTube videos exploring diverse modes of communication. This is a course for anyone seeking to hone a fundamental communicative

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

**SP 445: Latin American Culture (4 cr)**

El propósito central de este curso es estudiar algunas de las distintas maneras en que la mujer latinoamericana ha creado una voz propia. Tomaremos en cuenta el contexto de varios momentos sociopolíticos al leer ficciones históricas, memorias y testimonios, cuentos, teatro y poesía de la región. Estas lecturas guiarán nuestras conversaciones y reflexiones mientras exploramos preguntas como, por

ejemplo: ¿Qué revelan los textos con respecto a la sociedad en que viven y las opciones que tienen las mujeres? ¿Cómo vemos la manifestación de estructuras de poder y la necesidad de desafiarlas? ¿Cómo podemos entender la conexión e intersecciones entre el género y otras categorías de identidad como la raza y la clase social con respecto a estas estructuras de poder? ¿Cómo cuestiona la historia oficial? ¿Cómo subvierte las normas y expectativas sociales en su escritura y otras acciones? Por supuesto, habrá otras preguntas y espero que cada uno de ustedes plantee más para enriquecer las discusiones.

Prerequisite: SP 322.

**THE 314: Culture and Community: Topics in Theatre (4 cr)**

Prerequisite: THE 213 or permission of the instructor.

**VMC 288: African American Art (4 cr.)**

This class will offer a study of African-American art from the nineteenth century to the present. We will cover a range of media - from painting, sculpture, architecture, printmaking, photography, textiles, performance, conceptual, and installation art - consider works from a variety of perspectives, but paying particular attention to how black artists used their art to assert and question identity.

Prerequisite: VMC 103 (ARH 103) or permission of the instructor.

**VMC 311: Chanel and History Fashion (2 cr)**

This course offers a 7-week journey through the history of fashion through selected case studies, with particular emphasis on the historical and cultural roots of contemporary fashion styles and trends. Broad topics that we will address include cultural norms for fashion; identity and adornment, the question of “style” and revivals; “taste” and fashion norms; gender and fashion; branding; and visual/literary strategies for promoting a given fashion trend. There will be a project-based component that engages 19th century fashion, and which will require hands-on research in Special Collections.

Prerequisites: VMC 103 (ARH 103), VMC 281 (ARH 281), or permission from the instructor.

**WGS 400: Seminar : Religion, Gender and Sexuality (4 cr)**

Religion, Gender, and Sexuality” Here is the course description: What role do religious traditions play in shaping our sense of “normal” and “abnormal” when it comes to gender presentation or sexual desire? How do different religions determine, enforce, and revise these norms? Is religion an obstacle to gender and sexual equality or a resource for thinking and “doing” gender and sexuality in diverse ways? These questions will be examined by looking at queer religious thought and practice; contested religious practices like veiling, circumcision, sex-segregated religious spaces, faith-based gay “conversion therapies,” and practices of celibacy. We will situate these questions in a global context by looking at problems surrounding western feminist critiques of non-western ‘patriarchy’; western appropriations of practices like yoga; and the intersection of religion, goer, and capitalism in cases of spirit possession reported by women sweatshop workers. We will also spend time theorizing the very categories “religion,” “gender,” and “sexuality.”

Prerequisite: WGS 100 or WGS 150.