

Goucher College

Registration Guidebook

Fall
2020

Office of the Registrar
1021 Dulaney Valley Road, Baltimore, MD 21204
410-337-6500/FAX 410-337-3111
March 25, 2020

*****IMPORTANT*****

This document contains important information for student registration.

**View the Fall 2020 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 2020

Dates for Fall 2020 Registration

Academic advising begins for Fall 2020	Wednesday, March 25
Registration begins for Fall 2020	Monday, April 20

STEP 1: ACADEMIC ADVISING

Advising for students is March 25 to April 17. 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 on March 25. Send your advisor a complete list of all 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 approvals other than your advisers, an email of approval should be sent to you for these courses, 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 sent you an email of approval 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' approvals 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 the Registrar's Office after your assigned day and time for registration. All approvals must be submitted. Emails from the faculty member will be accepted as approvals.

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 submitting a request approved by your advisor 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 2020 Monday, 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 25. Online registration groups will start in 30 minute intervals and students can continue to make **online** schedule changes from their assigned time through Wednesday, September 2, at midnight. After this date, through Thursday, September 10, students may still add semester courses with the instructor's and advisor's approval, or **drop** semester courses with the advisor's approval, in the Office of the Registrar.

Through September 2 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 the Office of the Registrar, as they require a manual override. These changes must be made by Thursday September 10 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 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, a 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 April 2020 Your registration begins:

73.00 or more credits completed	Monday, April 20 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.
48-72.99 credits completed	Tuesday April 21 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.
21.00-47.99 credits completed	Wednesday, April 22 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.
0-20.99 credits completed	Thursday, April 23 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.
Non-candidate students	Friday, April 24 (9:00 a.m.) Registration and schedule changes continue online until Sunday, February 2, 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 Registrar's 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 not allowed 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 fall 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)

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 fall 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

*Policy changed after fall 2019. The new policy beginning fall 2019 is as follows. The policy change is not retroactive.

If a student repeats a course, all course iterations and grades will be listed on the transcript but only the grade and credits from the most recent iteration will count towards the student's GPA and total credits towards graduation.

Academic programs decide if a student must repeat a course in the major if the grade was below C-, or if they will permit the student to substitute another course for the major. Any Academic Program may set a policy that majors may not retake more than two courses required for the major for which they received a less than satisfactory grade. Ordinarily, no student may register for the same course more than twice, with the exception of special topics courses with different content. Approval must be obtained from the appropriate program director if a student wishes to repeat a course beyond this limit.

This policy does not apply to withdrawals and does not include courses that may be repeated for credit as listed in this catalogue. (Note that a student who earns an F in the second iteration of a repeated course, under this policy, will lose any prior credits earned via a previous iteration.)

Students repeating a letter-graded course must take the course for a letter grade any subsequent time the course is taken to take advantage of the repeat grade policy. If the student originally took the course on a pass/no-pass basis, the course must be taken again on a pass/no-pass basis to take advantage of the repeat grade policy.

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 WRT 181H, during their first year.
 - a. Please note that the Honors sections, WRT 181H, are only offered in the fall semester.
2. After passing WRT 181 or WRT 181H, 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 WRT 181H, **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 2020. 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 2020

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.

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 2020 that satisfy Goucher Commons Requirements can be found online at <http://www.goucher.edu/registrar/course-information/>.

Topic and New Courses Fall 2020

COM 110: Nasty Women & American TV Comedy (2 cr.)

This course focuses on key contributions to American television comedy and political culture by unruly comedienne and characters from Lucielle Ball and Martha Raye to Maude and Roseanne to Samantha Bee and Wanda Sykes to Abbi & Ilana and Selena. Analyzing how the combustible combination of unladylike performance and comedic irreverence provokes political resistance and subverts social norms, we will examine how a medium traditionally gendered feminine and derided as "the boob tube" channels creative labor into feminist action. Our explorations will consider several genres and modes of American television comedy in which "nasty women" have thrived: the domestic and workplace sitcoms, the "single girl" and female friendship series, and stand-up, sketch, and political satire/parody.

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

COM 401.001 Topics in Media and Communication: Children and Television

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: Race and Ethnicity (4 cr.)

This course will focus on film and television representations of race and ethnicity. We will examine the texts, as well as the historical and economic structures that undergird media production. We will reflect on the ways in which we process texts and look at the impact the film and television has on people's lives. We will discuss scripted narratives (film, episodic television, etc.), reality television and advertisements. Some time will be spent looking at New Media influences such as memes and viral videos, to examine parallels. Through research, class discussion and self-reflection we will consider ways to challenge notions related to racial and ethnic representations in media. The class will consist of some lecturers, but primarily your success depends on your ability to participate in logical and informed

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 412.001 Media Workshop: Advanced Public Relations

In this course, students will master the elements of a strategic communications campaign through direct real world experience. Working within a small group, students will integrate what they have learned in prior classes and apply these skills to the development of a public relations campaign plan for an actual client. The client will be a local nonprofit organization, providing an opportunity for a service-learning project within the Baltimore community. Students will meet with their client multiple times, assess their communication needs, and build materials the organization can use in their work to serve Baltimoreans.

Each group will create a PR plan that will be strategic, detailed, measurable, and actionable.

Prerequisite: COM 238.

COM 412.002 Media Workshop: Advanced Television Studio Production

This course will explore the creative possibilities of studio production, shooting in multi-camera, as-if-live format. We will consider various aesthetic strategies for presenting several forms of performance, including some of the following: documentary and interviewing, music, spoken word, drama, and dance. Students will produce and direct video projects in teams.

Prerequisite: COM 189.

CPEA Pop Divas : Gender, Race, Sexuality, and Media Discourse

This course examines musical icons of 20th and 21st century through the lenses of gender, race, sexuality, media coverage and audience response. We will primarily look at the careers of Janet Jackson, Madonna, Beyonce, Jennifer Lopez, Cher, Whitney Houston and Lady Gaga. We will examine the significance of each artist's work and contextualize it by looking at how identity defined their careers and how they shaped discourse around various social issues. Questions to be examined include: How did Janet Jackson's black womanness impact her career after the Super Bowl incident? In what ways did Madonna change discussions about sex and religion? What explains the relationship between gay audiences and female pop icons? In what ways has technology changed how iconography is built? The class will culminate with a project that examines an individual artist or a comparison of two artists' careers. Women & TV Comedy The projects can be a short documentary, a research and discussion based podcast, or a website that combines research, video, audio and other imagery.

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

CPEA 211 To Walk with Nature: Environment and the Artist

This course will examine the multiple relationships that exist between art and environment. We will look at ways in which the natural environment has inspired artists and arts movements, and we will look at the Environmental Art Movement that uses art to advocate for environmental change. We will also explore ways in which specific environments (galleries, place-based installations, outdoor exhibitions, for example) have on the perception of art, we will examine environmental art movements, and study art exhibits that are related to specific environments. We will learn about artists who work in sculpture, music, dance, theater, photography and architecture to address environmental issues, and we will meet and talk with artists for whom the environment is an inspiration. Students will engage in making environmental art projects based on their individual interests and art backgrounds, and they will work on collaborative art projects in media that may be new to them. Students are limited to one CPE course per semester. Curry.

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

CPEB 251 Creating Lasting Change with Improvement Science

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. Students are limited to one CPE course per semester. Ibrahim.

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

CPEC 210 Why Read?

This CPE asks what is to be gained from reading, in particular from the reading of stories for pleasure. Is there pleasure? What kind? Does it have value? Neuroscience indicates that reading activates the creative parts of our brain. Psychology indicates that reading teaches us empathy. Literary studies indicates that we learn about culture, politics, human interaction and the self through reading. Are any of these measurable? Are they desirable? In swipe and scroll culture, what is the effect of reading hard copy of a prose narrative? This course will investigate these questions, primarily by reading, and primarily by asking "What am I gaining, if anything, by doing this?" Students are limited to one CPE course per semester. Offered Fall 2020. Rauwerda.

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

FR 430. Existentialism and Absurdism.

What does it mean to be human? Is the meaning of life a given or do we create it? Do you believe in a transcendent being? Do you feel empowered or disempowered to determine your own fate? This course explores some of ways in which 20th-21st century thinkers, writers, artists, and filmmakers have tackled these questions. We start with the existentialist thought of such well-known intellectuals as Simone de Beauvoir, Albert Camus, Jean-Paul Sartre, Franz Fanon and Leopold Senghor before moving to the absurdist playwrights of the avant-garde theater such as Eugene Ionesco, Samuel Beckett, and Jean Genet. Can existentialism and absurdism help us understand colonialism, racism, and sexism? How do existential themes permeate our society today? Do current leaders and activists for political, social, ecological causes embody existential themes? We will study fictional as well non-fictional works including essays, novels, plays, and films.

Prerequisites: Senior standing or permission of the instructor.

HIS 109: Special Introductory Topics in History: Digging Up the Past: Historical Archaeology

Historical archaeology, in its broadest definition, is the archaeological and archival study of literate societies. This course examines the development of historical archaeology as a discipline and the differing and complementary methodologies and theoretical approaches that have been introduced since its formation. We will focus on a few core debates that have shaped and continue to influence the discipline. Some of these issues include critically assessing the data we collect and the methods we use to collect it, studying class, race, gender, and sexuality through the archaeological record, and how to present our findings to the public

HIS 289: Black Lives Matter: History and Archaeology of the African Diaspora

Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. This course emphasizes the modern period, beginning with the onset of transatlantic slavery in Africa and the Americas, continuing through the various American Emancipations and into the 21st century. Recommended but not required: 12 college credits or permission of the instructor. Prior experience with archaeology is not required.

HIS 320: Special Topics in History: Gender in European History

Gender has become a major focus of historical inquiry in recent decades. This class examines both the concept of gender and scholars' evolving treatments of gender as a factor in European history. Theoretical ideas to be discussed might include: the difference between "gender" and "sex"; gender performativity; the relationship between women's history and gender history; the interplay between constructions of gender and embodiment; and the role of feminist politics in historians' approaches to gender history. Historical topics to be discussed might include: whether women in the 1400s and 1500s had a Renaissance; the integral role of gender in European imperialism; how the Age of Revolutions simultaneously contributed to and inhibited the emergence of modern feminism; the Industrial Revolution's impact on ideas of femininity and masculinity; how gender intersects with class, race, and sexuality; and the gendered politics of twentieth-century mass media, totalitarianism, and violence.

IAS 101 To Walk with Nature: Environment and the Artist

Description: How can the arts effectively address issues of the environment: raise awareness, cultivate appreciation, advocate for change, persuade people to action? This course will examine the multiple relationships that exist between art and environment. We will look at ways in which the natural environment has inspired artists and arts movements, and we will look at the Environmental Art Movement that uses art to advocate for environmental change. We will also explore ways in which specific environments (galleries, place-based installations, outdoor exhibitions, for example) have on the perception of art, we will examine environmental art movements, and study art exhibits that are related to specific environments. We will learn about artists who work in sculpture, music, dance, theater, photography and architecture to address environmental issues, and we will meet and talk with artists for whom the environment is an inspiration.

Students will engage in making environmental art projects based on their individual interests and art backgrounds, and they will work on collaborative art projects in media that may be new to them.

LIT 114 Dead Or Alive: Edgar Allan Poe

Almost everyone has heard of Poe's poem "The Raven" ("Once upon a midnight dreary, while I pondered, weak and weary . . .") or his story "The Tell-Tale Heart" ("True! - nervous - very, very nervous I had been and am; but why will you say that I am mad?"). This is great stuff, but there's so much more to Poe: he is credited with inventing or significantly refining three different modern genres: horror, detective, and science fiction. In this course we'll sample all of these genres, including Poe's only novel, the deeply strange and surreal *Narrative of Arthur Gordon Pym*. We'll also explore Poe's important connection to Baltimore. In addition to living on North Amity Street between 1832 and 1835, he died here under mysterious circumstances (found in another man's clothes!) and was buried in 1849 at Westminster Hall and Burying ground.

LIT/WGS 223 African American Women Writers: Voices of Resistance

Within African American cultural expression, African American women have been speaking truth to power for centuries. This course focuses on novels, narratives, essays, and poems that can be characterized as the literature of resistance, where resistance means speaking up and against racism, sexism, and other forms of injustice. This is literature, in other words, that makes you think and gives you hope. Writers will likely include Harriet Jacobs, Zora Neale Hurston, Toni Morrison, Octavia Butler, Audre Lorde, and Tressie McMillan Cottom.

Prerequisites: WRT 181, or WRT 181H, or FYS 100W

LIT 440: Big Books: Woolf

Spend a semester in the company of the great modernist. We'll begin with her masterpiece *To the Lighthouse* (1927), a novel about parents and children, gender and art, time and loss. Next we'll enjoy *Orlando* (1928), a pan-historical romp whose main character starts as a man and changes, mystically, to a woman. Finally, we'll ponder *A Room of One's Own* (1929), the book-length essay that founded feminist literary criticism. Weekly collaborative analysis (aka discussion); self-designed course project.

Prerequisite: Junior standing in a major in the Humanities Center; other juniors and seniors by permission. Repeatable for additional credit with different topic.

PCE 231 Social Practice Art

Art can be a medium for creative transformation, and this class will introduce students to the radical world of socially engaged art, and social practice in particular, which blurs the distinction between life and art. Some of these artists have broken into the mainstream---like Ai Wei Wei, Tania Bruguera, or Banksy---others are known more in the art world or their communities. The main focus of the course is on making work about current social and cultural issues relevant to students; researching and exploring various strategies, teleconferencing with artists and activists from the US and overseas, students will explore what is possible when one thinks of themselves as an artist. We'll look at why and how some artists go, as Jeremy Deller describes it, "from being an artist who makes things" to being "an artist who makes things happen."

No prerequisite.

PH 216/PCE 316: Topics in Collaborating for Justice (2 cr.)

Students in this course will examine the intersections among health, equity, access to services and opportunities in relation to the jobs movement called Turnaround Tuesday and at least one offshoot program working in a Baltimore City elementary school. The course blends theory and practice as students collaborate with Baltimoreans involved in community-building and livability-enhancing activities such as improving access to employment, supporting leadership opportunities for returning citizens, and implementing restorative practice circles with school children. Changing course content will provide contextualizing information on trauma-informed restorative practices, social capital, social control, solidarity, and community well-being standards while students engage with academic definitions of social cohesion in relation to Turnaround Tuesday and its larger transformative aims. Note that off-campus activities are a required component of this course; interested students should contact the professor regarding the specific times that these activities will take place in any given semester.

Prerequisite: Sophomore standing.

PSY 424 Cross Cultural Psychology of Food

This course will offer a cross-cultural psychological understanding of food. The construct of cross-cultural psychology will be defined and applied to food, eating, and diet. What, how, when, and why we consume certain foods will be critically explored. The relationship between food and wellbeing, health disparities, migration, global crisis will also be examined in consideration of the constructs of power, privilege, and oppression.

Prerequisites: One course from PSY 224, PSY 219, or PSY 219; and one course from PSY 226, PSY 230, or PSY 312; and one course from PSY 302 or PSY 305. Fall semester. Ngoubene

PSY 430 Close Relationships

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 Educational Neuroscience

In this seminar, we will explore cognitive neuroscience research on learning and individual differences that hold relevance to education. We will focus on some core specific and general abilities (such as reading, math, language, and executive function), as well as additional topics determined by your specific areas of interest (which may include the influence of emotion on learning ability, cultural variations in learning and brain activity, and the influence of socio-economic status on learning and brain mechanisms).

Prerequisites: 337 (formerly 237); and PSY 302 (formerly 252) or PSY 305 (formerly 252) or permission of the instructor.

PSY 438 Treatment of Internalizing Disorders

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.

SOA 393 Seminar: Race, Social Media, and I-gen

This course will touch on contemporary understandings and intersections of race, social media, and I-gen. We will have detailed conversations that require you to bring open minds and your life experiences to class. We will talk about cultural products that have gained cultural importance in your (most of you) generation, and the cultural productions made by your generation. Specifically, we will talk about the role social media has played in the socialization of I-gen, and how that may affect their lives. Students will gain an understanding of how the intersection of social forces produce unique social experiences.

Additionally, students will understand how conceptions of race have manifested themselves in today's young people. This course counts toward the Institutions and Social Change area of the SOA Social Justice concentration.

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

SP 460: Lost in Translation? Introduction to Translation and Interpretation

In this course students will gain the necessary skills to translate written and oral material from English to Spanish and Spanish to English. Students will translate films and other audiovisual materials; examine the difference between written translation and oral interpreting; compare dubbing and subtitles from different language variations; and critically analyze ethical issues of translation and interpreting. The course will focus on the cross-cultural significance of translation, that is, on translation as a cultural action.

Prerequisite: SP 322 or permission of instructor.

WGS 400 Justice as Failure

In this course, we will explore the links between prison abolition, feminist praxis, and QTPOC political organizing. In particular, we will ask what it means to re-envision justice in a world without prisons and what the role of feminism, especially as practiced by queer and trans people of color, is in this kind of collective project. First, we'll develop a solid grounding in carceral studies as an expansive, interdisciplinary field by reading foundational texts in the study of prisons. Second, we'll take up analytic frameworks developed by prison abolitionists, paying special attention to the role women of color have played in shaping contemporary abolitionism. Finally, we'll focus on the activist and academic work about and by QTPOC prison abolitionists in the United States.

Prerequisite: WGS 100 or WGS 150