

Goucher College

Registration Guidebook

Fall
2021

Office of the Registrar
1021 Dulaney Valley Road, Baltimore, MD 21204
410-337-6090/FAX 410-337-3111
March 31, 2021

*****IMPORTANT*****

This document contains important information for student registration.

**View the Fall 2021 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 2021

Dates for Fall 2021 Registration

Academic advising begins for Fall 2021
Registration begins for Fall 2021

Wednesday, March 31
Monday, April 19

STEP 1: ACADEMIC ADVISING

Advising for students is March 31 to April 16. 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 31. 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, please submit a course change form.

Course Change Form - Undergraduate students

Use this automated form for these registration changes - add/drops, audits, pass/no pass, withdrawing from a course.

Course Change Form - Undergraduate students - Independent Work

Use this automated form to add an independent work course.

Course Change Form - Undergraduate students - Time conflicts

Use this automated form to request approval for courses that have time conflicts.

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. If you would like to register for a course and are requesting waiver of a prerequisite requirement, complete the form at this link for approval:

Course Change Form - Undergraduate students

Intensive Courses Abroad (ICA): These courses 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.

Audits, Closed Courses, Instructor Permission Required: In addition to your advisor, instructors' approvals are required for audits, closed courses, and any course in which you are required to have the permission of the instructor to enroll. To register, complete the form at this link: Course Change Form - Undergraduate students

Time Overlap Requests: If your desired courses will overlap, you must complete the form at this link to obtain approval from both instructors:

[Course Change Form - Undergraduate students - Time conflicts](#)

Independent Work: For independent work, complete the form at this link in order to obtain Advisor, instructor and program director approval:

[Course Change Form - Undergraduate students - Independent Work](#)

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 course change form after your assigned registration time:

[Course Change Form - Undergraduate students](#)

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.**

Undergraduate financial responsibility hold: You can resolve this hold on your myGoucher account.

- Please click on "Goucher Links" at the top of your myGoucher page and click [Undergraduate Financial Responsibility Agreement](#)
- You must e-sign the Agreement, which should immediately lift the hold on your account and allow you to register.
- If the hold does not immediately lift, try to log out and log back in to your account, or contact helpdesk@goucher.edu.

All other holds: 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 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 31. Online registration will begin on April 19. Registration groups will start in 30 minute intervals and students can continue to make **online** schedule changes from their assigned time through Wednesday, September 1 at midnight.

After this date, through Wednesday, September 8, students may still add semester courses with the instructor's and advisor's approval, or **drop** semester courses with the advisor's approval, by submitting a course change form.

Course Change Form - Undergraduate students

Use this automated form for these registration changes - add/drops, audits, pass/no pass, withdrawing from a course.

Course Change Form - Undergraduate students - Independent Work

Use this automated form to add an independent work course.

Course Change Form - Undergraduate students - Time conflicts

Use this automated form to request approval for courses that have time conflicts.

Through September 1 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 by submitting a course change form, as they require a manual override. These changes must be made by Wednesday September 8, 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 by submitting a course change form.

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, your advisor must submit a Petition ([Petition](#)) on your behalf to the Associate Provost for Undergraduate Studies. If approved, the petition will be sent to the Office of the Registrar for entry. Students will be additionally charged the part-time tuition rate for all credits over the limit of 18 credits per semester.

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

Current Credits Completed as of March 2021

Your registration begins:

79.00 or more credits completed

Monday, April 19 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, September 1, at midnight.

52.00-78.99 credits completed

Tuesday April 20 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, September 1, at midnight.

23.00-51.99 credits completed	Wednesday, April 21 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, September 1, at midnight.
0-22.99 credits completed	Thursday, April 22 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, September 1, at midnight.
Non-candidate students	Friday, April 23 (9:00 a.m.) Registration and schedule changes continue online until Wednesday, September 1, at midnight.

Important Information

Access your Degree Works audit

Use your Degree Works 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 Degree Works audit to view outstanding major and minor requirements. Use this [link to the Degree Works page](#) for instructions for accessing and understanding your Degree Works 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 changes that require approval can be made by submitting a course change form.

Course Change Form - Undergraduate students

Use this automated form for these registration changes - add/drops, audits, pass/no pass, withdrawing from a course.

Course Change Form - Undergraduate students - Independent Work

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Course Change Form - Undergraduate students - Time conflicts

Use this automated form to request approval for courses that have time conflicts.

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 from an advisor and the instructor of each course by submitting a course change form:

Course Change Form - Undergraduate students

Use this automated form for these registration changes - add/drops, audits, pass/no pass, withdrawing from a 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 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.](#)

Course Change Forms and Required Approvals

Students will not be able to register online for courses that require special approval. The advisor's approval is needed for all course changes. In addition, the instructor's approval 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 approval. Please submit a course change form to receive approvals, and be manually registered by the Registrar's office.

Course Change Form - Undergraduate students

Use this automated form for these registration changes - add/drops, audits, pass/no pass, withdrawing from a course.

Course Change Form - Undergraduate students - Independent Work

Use this automated form to add an independent work course.

Course Change Form - Undergraduate students - Time conflicts

Use this automated form to request approval for courses that have time conflicts.

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

Student may declare their major or minor with [an online form](#). Please direct any questions concerning the process or form to 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 Office of the Associate Provost for Undergraduate Studies is in Van Meter G24 and can be contacted at associateprovost@goucher.edu.

Name and/or Gender Change Policy

[View or download the policy](#)

Transfer Courses

Students may take pre-approved courses at other institutions during the summer or winter by submitting a Transfer Course Approval Form to the Office of the Registrar: <https://www.goucher.edu/registrar/documents/Transfer-Course-Approval-Form.pdf>. 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

Updated Spring 2021 – physical education is no longer required

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

*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**).

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. If desired courses will overlap, students must complete the form at this link to obtain approval from both instructors: [Course Change Form - Undergraduate students - Time conflicts](#)

Veteran's Readmission Policy

<https://www.goucher.edu/policies/veterans-readmission-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 2021. At that time, you will be invited to submit a portfolio of your writing.

If you have questions, please contact Charlee Sterling (Charlee.sterling@goucher.edu), the Writing Program Director.

WEC Courses Offered Fall 2021

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 2021 that satisfy Goucher Commons Requirements can be found online at <http://www.goucher.edu/registrar/course-information/>.

Topic and New Courses Fall 2021

BUS 180.001: Entrepreneurship I (2 cr.)

This course introduces students to thinking and acting entrepreneurially, and may appeal to students who would like to learn underlying concepts associated with successful startup ventures, pursue employment with a start-up firm, or launch their own business. The course incorporates innovative and contemporary approaches in dealing with different stages related to the entrepreneurial process, including recognizing opportunities, analyzing market, preparing business plan, securing venture capital, and managing small businesses.

Prerequisite: None

BUS 335.001: Special Topics: International Case Studies (4 cr.)

Special topics of current interest. Subject and prerequisites may change from year to year and are announced before registration. May be repeated for credit if the topic is different.

Prerequisite: Junior standing or permission of instructor..

CHI 110.001: Elements of Chinese I (4 cr.)

An introduction to the Chinese alphabet, this initial course is designed to give students with no prior knowledge of Chinese a foundation in the language, with special emphasis on the development of vocabulary and basic conversational and reading skills. Four contact hours with the instructor.

Prerequisite: placement.

CHI 120.001: Elements of Chinese II (4 cr.)

In the second semester, students develop communicative skills (listening, speaking, reading and writing) at an elementary level within the context of Chinese culture broadly defined. Four contact hours with the instructor.

Prerequisite: placement or CHI 110 with a minimum grade of C-.

COM 412.001: Media Workshop: Writing and Producing for Digital Media (4 cr.)

Students will learn the skills needed to work in the world of digital media -- including video, podcast and social media production, as well as blog and advanced web writing. They will have a portfolio of their work in each medium when they leave the course that will help prepare them for employment in digital media. The course will also include an ongoing discussion of the new ethics of digital journalism and content production.

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

CPEC 250.001: 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 by focusing on concepts and practices of citizenship in two countries, China and the United States, both historically and in the present. It will focus in particular on the experiences of immigrants from China to the United States, as a case study for understanding how ideas of race, and the intersection of race and power, have affected the problems of citizenship. Students are limited to one CPE course per semester.

CPED 211.001: Conservation Biology (4 cr.)

As the human population continues to grow, we are increasingly affecting the other organisms with whom we share this planet. How do humans impact plant and animal species? How can science help inform effective strategies for mitigating these impacts and conserving biodiversity? How can stakeholders collaborate to balance the competing needs of human and wildlife populations? In this class, we will explore the answers to these questions through a conservation ecology lens using readings, data and fieldwork. The class will culminate in students collaboratively proposing a conservation plan or study for a species of their choice. Please note: this course will include fieldwork and potentially field trips. Students are limited to one CPE course per semester.

CS 435.001/DMC 435.001: Advanced Machine Learning (4 cr.)

A deeper look at the theory and practice of machine learning. This course expands on the topics of DMC 345 by looking at more advanced classical machine learning techniques. Deep learning is then introduced through neural network architectures such as Convolutional Networks, Deep Neural Networks, and Recurrent Networks. Alternative learning methods, such as Reinforcement Learning, are introduced for situations in which deep learning may be insufficient.

Prerequisites: C- or above in DMC 321 and DMC 345; and prior completion of GCR DA-F requirement. Offered spring semester of even years. Staff.

EC 265.001: Urban Economics (2 cr.)

Urban Economics utilizes economic theory to examine major contemporary issues confronting urban areas. At the most basic level, urban economics introduces space into economic models and studies the location of economic activity. The course will introduce theories of why cities exist, city location, city size, and the causes of city growth and decline. The course will also explore possible economic solutions to problems associated with urban housing, transportation, education, employment, pollution, and crime.

Prerequisite: EC 111

FR 357.001: Social Justice in Français (4 cr.)

How does the Francophone world address social justice and injustice in film, literature and television? Can fictional texts contribute to the struggle for more just societies? Who are the villains and the heroes in *Lupin* (2020) or *Les Misérables* (2018)? How do authors such as Victor Hugo or Maryse Condé depict the plight of the victims of social injustice? Works studied will be

discussed as forms of cultural production that underscore an urgent need for social equality regardless of gender, race, sexual preference, social class, or education, for instance.
Prerequisite FR 233, 250, or permission of the instructor.

FR 433.001: The French Through their Food (4 cr.)

This class will examine the fascinating world of French and francophone foodways. We will consider the historical evolution of fundamental ideas about food (such as ‘terroir’) and look at how practices of preparation and consumption today are related to cultural understandings of gender, social class, and national identity. To help us understand food and its symbolism, we will draw on examples from cinema and literature, and ideas from scholars focused on gastronomy and society. Themes include the meal as ritual, regional and immigrant cuisines, and the politics of food activism. The course will include interviews with food specialists abroad and a hands-on component centered on preparing particular dishes (and their techniques and ingredients).

Prerequisite: FR 250 or permission of the instructor.

HIS 109.001: American Memory of the Holocaust (4 cr.)

Why do many people use the Holocaust as the reference point for incidents and policies characterized as oppressive, racist, and immoral? What does ‘never again’ mean, and how is it different from the way the phrase is used? In this seminar, we explore why the Holocaust looms so large within the American public imagination. We will first dive into the world of memory studies, posing such questions as: how do we remember, what do we remember, who has a right to memory, and what is ultimately forgotten? Once we have explored terms such as collective, cultural, and historical memory, we will move into our examination of Holocaust memory in the United States. This will involve working with both primary and secondary sources such as film, oral history, photography, and class trips to museums and memorials. Through discussion-focused activities, students will grapple with the origins of Holocaust memory in the United States and its politicization in this contemporary moment. Assignments throughout the semester will ask students to think critically about memory production and dichotomies of public/private and local/national.

Prerequisite: None

HIS 289.001: Dreamers at the Golden Door: Immigration, Ethnicity, and the Perpetual Remaking of America (4 cr.)

This course explores the long history of immigration to the United States, elucidating the central role of immigrants in the transformation of the nation's economy, labor relations, religious life, music, cuisine, and politics. We will seek historical perspective on how reactions to immigration have consistently created and reinforced structural inequalities within American culture, economics, and policymaking in order to marginalize each wave of newcomers as a racial, religious, or ethnic “other,” enabling students to interrogate the multiple ways that immigration has historically shaped racial, ethnic, and class inequalities, as well as the ways that this history continues to haunt contemporary discourse and policy. Yet at the heart of our course will be a more humane counter-narrative grounded in the lived experiences of the real people who made up the many waves of immigrants to the United States. We will explore in

depth the specific migration stories of groups from diverse regions of the globe, seeking to understand their unique motivations, challenges, and triumphs; while also contending with the cruel prejudices, nativist politics, and exclusionist policies with which these immigrants were often confronted. To that end, we will seek to elevate the human element within these stories, aspiring to recover the dreams and sorrows that propelled these migrants as they entered a new nation, constructed new communities, confronted biases, challenged exclusionist structures, and sought to create a new America.

Prerequisite: None

HIS 320.001: Capitalism & Slavery (4 cr.)

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

Prerequisite: None

LIT 114.001 Literature for Everyone: Edgar Allan Poe (2 cr.)

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.

This course is specifically designed with non-majors in mind, with low-stakes writing assignments and P/NP course grading only.

Prerequisite: None

LIT 371.001: *Moby-Dick* and the Art of the Slow Read (4 cr.)

Moby-Dick is one of those classics that few people read. In fact, several years ago the *New York Times Book Review* polled its readers asking them which book they most regret not having read, and the number one response was *Moby-Dick*. Why don't people read--or finish reading--this book? Certainly it's long, but I think it's also because when something is deemed a classic it's effectively tamed or neutralized. This is especially unfortunate in regards to *Moby-Dick*, one of the most deeply subversive books ever written. One of our goals will be to give this novel the kind of patient reading that puts us back in touch with the disruptive and subversive energy--the "hell-fire," as Melville described it--in

which this book was baptized. Our method will be the slow read. Inspired in part by the work of the researcher Maryanne Wolf, the restorative practice of slow reading invites us to rediscover the pleasure of personal engagement with physical texts and the ability to process them fully.

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

LIT 372.001: Seminar in African American Literature: Topic: Contemporary Writing (4 cr.)

Today's African American writing bends form to present ideas with new urgency. In this course we will study a wide-ranging collection of very recently published/produced signifying texts: N.K. Jemison's speculative The City We Became, Megascope's Afrofuturistic graphic novel After the Rain, Ta-Nehisi Coates's magical The Water Dancer, Jordan Peele's horror film Get Out. We will also read the theoretically infused work of Saidiya Hartman (from Wayward Lives, Beautiful Experiments) and parts of Mariame Kaba's just published abolitionist We Do This 'Til We Free Us. Within our studies together we will also share other forms of contemporary African American creative work, including music, painting, and activism, to better understand the current moment.

Prerequisite: LIT 200 or by permission of instructor. Pre- or corequisite: LIT 215.

LIT 440.001: Big Books: Woolf (2 cr.)

Spend a semester in the company of the great modernist. We'll begin with her masterpiece Mrs. Dalloway (1925), a stream-of-consciousness exploration of memory, trauma, and the love of life. Next we'll read To the Lighthouse (1927), a novel about parents and children, gender and art, time and loss. 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 and Humanities major

PCE 316.001/PH 216.001: Special Topics: Collaboration 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. 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. Course is repeatable for credit with different topic.

Prerequisite: Sophomore standing.

PCE 340: Alternative Solutions (4 cr.)

In many parts of the world certain human social and economic practices already cause conflict and violence. In the very near future such violence is expected to affect more and more societies globally. Among these contemporary problems are unsustainable economies, climate pressures, water and food scarcity, epidemic outbreaks, land scarcity, toxic air, land and waters, biodiversity destruction, and weapons proliferation. Human societies, their innovation, inventiveness and consumption throughout history, while "advancing" human life, are almost exclusively responsible for these problems. Indeed, we have evolved and continue to justify an ethic and a practice of consumption by us and for us, regardless of the long-term cost to all life on the planet. This course is a global survey of significant and promising, contemporary alternatives to destructive human structures and institutions.

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PSC 353: Life and Politics in Baltimore (4 cr.)

This course is designed to engage students in some of the many complexities of life and politics in Baltimore. Baltimore has a distinct character that has been shaped by its 300+ year history. Despite being plagued by social and economic inequality, crime and even corruption, Baltimore is still Charm City. The people of Baltimore are its greatest gift – they fight for their communities and families, they care for one another and they offer the city their unique talents and gifts, creating the rich tapestry that is Baltimore. With a new generation of political leadership in Baltimore, everyone is anxious to see whether we will see change. In this course you will learn about the Baltimore's political and civic institutions, political and community leaders, and the issues Baltimore faces. In addition, we will take time to enjoy and appreciate the many positive aspects of life (and politics) in Baltimore.

Prerequisite: Junior standing.

PSY 424.001: Immigrant Mental Health in the U.S. (4 cr.)

This seminar serves as an introduction to the experiences of immigrants (including forcibly displaced people and refugees) in the United States. Topics explored include: the migration experience to the US, acculturation and assimilation, impact of migration on mental health, and intervention models with a focus on non-Western healing perspectives among various populations. All topics covered will be examined through an intersectional lens. This is an interactive course based on discussion, in-class activities, and projects that cater to multiple types of learning styles. Students will develop global critical thinking, analytical, communicative, and written skills (APA style).

Prerequisite: 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.

PSY 430.001: Social Psychology Seminar: Close Relationships (4 cr.)

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 438.001: Seminar in Clinical Psychology: Treatment of Internalizing Disorders (4 cr.)

Internalizing disorders capture a wide range of mental illness, including anxiety disorders, obsessive-compulsive spectrum disorders, trauma-related disorders, body focused repetitive behaviors, and depression. These disorders impact a large proportion of the human population. This seminar will deepen students' understanding of internalizing disorders as they manifest for children, adolescents, and adults by examining multiple psychotherapeutic approaches to treatment, as well as evaluating the research underpinnings of each treatment approach. Students will have the opportunity to learn about various methodologies of psychotherapy from practitioners who implement these interventions in a professional capacity. Students will be expected to take an active role in engaging with course contents through participation in online discussions, completion of assignments, and presentations.

Students with an interest in professional applications of psychology (e.g., becoming a psychologist, social worker, counselor, researcher, hospital or clinic administrator, etc.) are encouraged to enroll.

Prerequisite: (PSY 238 or PSY 271) and (PSY 252 or PSY 255 or PSY 302 or PSY 305)

SOA 393: Gendered Institutions (4 cr.)

The course examines the social practices and processes that create gender distinctions and contribute to inequalities within social institutions such as work, family, education, and health care. In addition to examining how these institutions create gendered experiences, the course examines how gender is embedded within institutional structures.

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

SP 350.001: This is us: My people and I (4 cr.)

Participants will navigate through story telling, jokes, short stories, poems, and social justice issues to explore, identify, and explain who we are. The course will allow students to state their opinions, debate, share stories, jokes, discover, and discern who they are. This course is designed for students whose strong knowledge of the language comes from school experience

in Spanish or who have knowledge of Spanish because of their home environment. Writing will be strengthened by using interpretive skills to analyze information gathered through readings.
Prerequisite: SP 230 or SP 230S or SP 230V, or SP 235

SP 445.001: El poder de la palabra: Women's Artistry and Activism in Latin America (4 cr.)

In this course we will explore some of the multiple ways in which women have created a space and a voice for themselves in Latin American society as they challenge accepted norms and struggle to create new paradigms. We will discuss historical fiction and creative short stories, theatre, poetry and film within their particular sociopolitical contexts and examine how the texts question structures of power, reveal the intersections of gender with race, social class and sexuality and subvert social expectations. There will be group projects in addition to individual research based on each student's academic and personal interests.

Prerequisite: SP 254 or SP 294 or SP 322

WGS 250.001: Introduction to Disability Studies (4 cr.)

This course is an introductory survey to the field of disability studies. We will read materials across a wide variety of disciplines to understand the histories, politics, and cultures of disabled communities. We'll consider different models for how to understand disability, including the medical and social models of disability. A primary focus of the class will be understanding how disability intersects with other aspects of social identity and systems of power such as race, gender, sexuality, and class.

Prerequisite: None

WGS 400.000: Justice as Failure (4 cr.)

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.