

Goucher College Registration Guidebook

Spring
2019

Office of the Registrar
1021 Dulaney Valley Road, Baltimore, MD 21204
410-337-6500/FAX 410-337-3111
October 26, 2018

*****IMPORTANT*****

This document contains important information for student registration.

**View the Spring 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 – Spring 2019

Dates for Spring 2019 Registration

Academic advising begins for Spring 2019
Registration begins for Spring 2019

Monday, October 29
Monday, November 12

STEP 1: ACADEMIC ADVISING

Advising for students is October 29 – November 9. Schedule an appointment with your adviser early. Advising sessions generally take a half hour, sometimes longer.

Use your DegreeWorks audit and the Academic Catalogue to note required courses, and the spring class schedule to start your planning process. The schedule will be posted on the web October 26. Bring to the advising session a completed course change form as a first draft of the courses you want/need to take. Many advisors require that advisees take this first step before starting an advising session.

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

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

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

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

In addition to your adviser, instructors' signatures are required for audits, closed courses, time overlaps and any course in which you are required to have the permission of the instructor to enroll. Adviser, instructor and 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 Spring 2019 is Saturday, December 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 October 26. Online registration groups will start in 30 minute intervals and students can continue to make **online** schedule changes from their assigned time through Sunday February 3, at midnight. After this date, through Friday, February 8, students may still **drop** semester courses, in person in the Office of the Registrar.

Through February 3, 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 February 1. Once a manual override is required for any reason, a manual override will be required for any subsequent schedule change, and these will have to be made in person in the Office of the Registrar.

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

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

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

Current Credits Completed as of October 2018

Your registration begins:

74.00 or more credits completed

Monday, November 12 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 3, at midnight.

41-73.99 credits completed

Tuesday, November 13 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 3, at midnight.

12.00-40.99 credits completed

Wednesday, November 14 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 3, at midnight.

0-11.99 credits completed

Thursday, November 15 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday February 3, at midnight.

Non-candidate students

Friday, November 16 (8:00 a.m.) Registration and schedule changes continue online until Sunday, February 3, at midnight.

Important Information

Access your DegreeWorks audit

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

Access myGoucher

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

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

Alternate Courses

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

Audits

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

Baltimore Student Exchange Program (BSEP) Enrollment

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

[Please click here for more details about the Baltimore Student Exchange Program.](#)

Directory Information

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

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

Drop and Withdrawal Deadlines

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

Final Experience/Exam Schedule

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

Internships (or Off-Campus Independent Work)

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

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

Location of Classes

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

Major/Minor

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

Name and/or Gender Change Policy

[View or download the policy](#)

Non Goucher Courses

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

Pass/No Pass

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

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

Physical Education Requirement

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

Prerequisites

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

Registration

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

Repeated Courses

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

Senior Thesis

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

Seven Week Courses

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

Signatures - Course Change Forms

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

Subsessions

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

Time Conflicts

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

Veteran's Readmission Policy

[View or download the policy](#)

Writing Proficiency

Earning CWP: The 3 Basic Steps for all Incoming Students

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

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

General Education Requirements

Liberal Education Requirements

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

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

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

After you complete WRT 181 and a WEC course in any discipline, you may apply to earn College Writing Proficiency (CWP). CWP is a requirement for graduation at Goucher. Please look for the Call for CWP Submissions early in Spring 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 Spring 2019

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

Descriptions for New and Special Topics
Spring 2019

New Course Numbers

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

Old number New number Fall 2018 – Spring 2019

COM 317 COM 417

COM 210 COM 310

COM 213 COM 316

COM 219 COM 319

COM 225 COM 323

COM 227 COM 327

COM 234 COM 334

COM 237 COM 337

COM 241 COM 341

COM 242 COM 342

COM 247 COM 357

COM 307 COM 405

COM 375 COM 409

COM 312 COM 412

COM 317 COM 417

COM 321 COM 421

COM 325 COM 415

COM 311 COM 430

COM 335 COM 435

COM 340 COM 440

Topic Descriptions

ARH 288: Mesoamerican Art (4 cr)

Pre-Columbian Mexico and Mesoamerica was host to the earliest complex art-producing societies in the Americas. Unified by regional traditions but distinct in cultural identity, these cultures are represented, archaeologically, by some of the most world-renowned and aesthetically sophisticated art and architecture. The course focuses on the cultures of the Olmec, Teotihuacan, the Maya, and the Aztec, but peripheral polities are also examined.

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

ART 259: Social Design (4 cr)

This course will focus on the power of design to make a positive impact in society in relation to topics of social justice, the environment, gender, race and class. Students will learn to use Adobe Photoshop and Illustrator to gain technical and conceptual design skills in order to print unique posters. Students will also explore photo-based processes and digital applications including screen printing and digital printing. Additionally, students will examine historical and contemporary examples of design workshops that have designed and distributed messaging through print media in order to impact their communities in positive ways.

BUS 150: Personal Finance (4 cr)

This course provides an extensive overview of personal finance issues, including: personal financial statements, time value of money, budgeting, consumer credit, car purchases, insurance, stocks, mutual funds, savings plans, payment accounts, and retirement planning.

Prerequisites: Students that have completed BUS 160 cannot enroll in this course.

COM 110: Short Topics in Film and Media: Hollywood from Vietnam to Reagan (2 cr)

In what is often called American cinema's golden age, the late 1960s through the 1970s, creativity and commercialism joined forces to produce artistically innovative, socially engaged works that revitalized Hollywood. We will study films that interpreted the decade's contested sociopolitical issues (the Vietnam War, Watergate, the civil rights movement, feminism, the sexual revolution, LGBT liberation), and we will consider the aesthetic trends, cultural influences, and entertainment industrial factors that combined to make possible this period's vital filmmaking.

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

COM 401 Social Media Theory and Impact (4 cr)

Using new media theories, students explore social media as a cultural phenomenon and critically examines how the use of social media impacts culture, politics, the media industry, social institutions, and everyday 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 405 - Francophone Secrets and Lies (4 cr)

What constitutes a secret? How is silence carefully built around it, maintained and finally broken? This course will trace how secrets (family, cultural, state) are revealed in postcolonial Francophone texts and

films (from Africa, the Americas and Europe). Readings by Assia Djébar, Laye Camara, Boris Diop and films by Nadir Moknèche, Dalila Ennadre, Denis Villeneuve, Michael Hanneke, Kaouther Ben Attia and more.

Prerequisite: FR 245 or permission of the instructor.

COM 425/WGS 325 Women and Film (4 cr) (GCR-RPP)

This course examines filmmakers and films noted for their singular, provocative approaches to screening women. Drawing on feminist and queer theories, we will explore how these artists and works challenge and transgress gender roles and sexual norms while experimenting with cinematic form. Filmmakers to be studied represent a variety of historical periods, nationalities, and film traditions, including classical and contemporary Hollywood, global cinema, avant-garde cinema, independent film, and documentary. Repeatable if the topic is different.

Prerequisites: WGS 330 and junior or senior status; OR COM 341 and/or COM 342, and COM 262 and junior or senior status; or permission of the instructor

CPEA 202 Alternative and Activist Media (4 cr.)

This course will examine alternative and activist media production in video, print, audio, and digital formats. We will focus on the various aesthetic and exhibition strategies of makers of media outside of the mainstream, relating these to producers' political, social, and artistic agendas. The course will include screenings of major works in the field, in addition to lesser-known productions that point to significant developments in the production and distribution of work that challenges political and cultural relations of power, contributes to political and social movements, and experiments with the format, structure, and process of production. Students will also produce their own projects to explore the opportunities and challenges of independent media production.

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

CPEA 207 Seeing Color and Race (4 cr.)

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

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

CPEA 209 Document This! (4 Cr.)

What with Reality TV, the 24/7/365 news cycle, and the almost manic documentation of daily life on Instagram and YouTube, you'd think we'd documented the world to death. But our communities are full of untold stories, perspectives, and lives aching to be exposed to the light. In this course, you'll use cameras as tools to engage socially and politically with the world, while using approaches from the fields of documentary photography, anthropology, and art. During the semester, you will shoot and create projects alone, in pairs, and in groups. You will immerse yourselves in documentary practices to develop stories with images and text, you'll be exposed to the work of documentary photographers, artists, and photojournalists as well as to writing about the documentary tradition. You will learn how to read photographs to gain an understanding of "visual literacy," and you'll grapple with the ethics of your editorial positions and actions. Emphasis will be on process (drafting proposals, conducting research, gaining access, photographing), and on practice (editing and building sequencing skills). Through trial and error, you will learn which ideas translate visually, which do not, and why. Be prepared to make mistakes, learn by weekly assignments and by iteration (returning to the same subject matter over and over). By the end of the semester, you will develop a documentary project and will present this project

at the Student Symposium on Friday, May 10, 2019. Your camera will be, as photographer Dorothea Lange stated, "a tool for learning how to see without a camera."

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

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

Art has historically been a powerful vehicle of political action and activism. In this course, we will create "after lives" for cast offs and discarded objects using basic hand tools, hardware, adhesives, sewing notions and scavenged materials. For inspiration, we will examine artworks, including creative mending and sewing, from activist-artists around the world. Students will have the opportunity to complete repair projects independently before working as part of a small group to create a project, through deconstruction and reconstruction, that expresses a perspective of a political, economic, environmental or social issue. This artistic process will give us new perspectives on how to repurpose the forgotten or broken into new forms, especially as a tool of political expression and activism. Tinkering becomes an investigation into the obsolescence of technology and how we can materially intervene in our environmental crisis.

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

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

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

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

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

CPEB 204 Labor and Justice in the Fields (4 Cr.)

We live in a world in which the products we enjoy hold invisible costs of suffering and violence. This is particularly true in the areas of our food system that rely on farmworker in the context of industrial agriculture. Is it possible to better the lives of those who provide the labor that produces the goods we consume? This is the challenge that the Coalition of Immokalee Workers (CIW) have been addressing, and this course explores their work to learn how to make a concrete difference. What would one want

to know and be able to do in order to be successful in this kind of work? We will analyze this system and its impact on workers, and in partnership with CIW develop a project to contribute to their work. Open to first-year and sophomore students, and others with instructor approval.

CPEB 205 Disease and Discrimination Sociology Focus (4 Cr.)

What role does discrimination play in the development of disease? How has stigma affected the experience of disease as well as the resources allocated to address it? In this course we examine the intersecting inequalities (race, class, sex, sexuality, and others) that contribute to mortality and morbidity. We will study the determinants and sequelae of both infectious and non-infectious diseases as well as how they have been framed in political discourse. Working individually and in cooperative groups, students will embark on explorations of a health concern of their choice. Students may NOT take this course if they have completed the CPED 202 course with similar content/title.

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

CPEC 204 Sovereignty and Surveillance in Native America (4 Cr.)

There are over 560 federally recognized indigenous communities in the contiguous United States and Alaska, each with a distinct collective identity tracing back to time immemorial. Although the course will introduce only a sampling of the rich cultural diversity of the contiguous states, intersecting issues of identity, cultural continuity, survivance and adaption will provide some insight into the range of contemporary Native American efforts to preserve and grow their sovereignty and their sense of Peoplehood. Working on individual and group projects, students will engage with the rich tapestry of Native American paradigms of self-determination.

Restricted to first-year or sophomore students, or others with instructor permission..

CPEC 206 Democracy's Spell (4 Cr.)

What is democracy? Where did it come from? Why is democracy the standard by which we judge all political regimes? Why do various individuals today - on both sides of the left-right political divide - call themselves "small-d democrats?". Is something that is un-democratic necessarily bad? What was the nature of the relationship between democracy and American slavery? How does democracy intersect with gender norms and capitalism? Is democracy an exclusively electoral-governmental phenomenon or is it also a cultural-social phenomenon? This course seeks answers to those questions by investigating various pre-democratic and democratic phenomena. Historical examples will come primarily from the American, British, and French experiences. In the second part of the semester, students will: 1) work on a group project; and 2) construct research problems regarding contemporary American democracy and elaborate on their findings in writing.

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

CPEC 207 Society in the Age of Intelligent Machines (4 Cr.)

The world is currently in the midst of an immense social transformation, brought on not only by the emergence of powerful new technologies, the implications of which we have only begun to consider, but by an additional set of intersecting issues concerning the future of employment, the legitimacy of political institutions, and even the status of truth. Despite its gloominess, however, this historical moment is, in fact, an ideal standpoint from which to do the work of contemplating the future and that is the purpose of this course: to consider the ways society will cope with the rapid development of autonomous machines and to contemplate the future implications, both the economic and philosophical, of these changes.

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

CPEC 208 Media Literacy (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 and sophomore students, and others with instructor permission.

CPEC 253 Future Cities (4 cr.)

Cities are crossroads where many different people, industries, and cultural activities interact. But cities, including Baltimore, have also been places of great division and inequity. As so many cities attempt to bring new opportunities to their citizens, and create communities that thrive, not just for some but for all, they face a classic conundrum in creating social change: What are the forms of imagination that can actually produce new possibilities? and not just more of the same, but in different packaging?

This class will look at the strategies of imagination that map, learn from, and rearrange information into the possible. Utilizing speculative thinking and countermapping, studying social science and creative text, we will map, and experiment with such new narrative practices, using examples from both the global arena and the Baltimore metropolitan area.

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

CPED 201 Thirsty for Change? (4 Cr.)

Do you know where your water comes from? Do you know if it is safe to drink or for animals to live in? Do you know how water is monitored and tested to ensure it is safe or clean water? Water is essential to life, and clean water is vital for any thriving community or ecosystem. Unfortunately, clean water is not guaranteed, especially in congested, urban areas. As concerning as this is, there is something you can do about it (yes, you)! This course will empower you to learn about water systems and sources and provide you with the tools to affect positive change. You will learn about water quality and water challenges facing Baltimore and the Chesapeake Bay that has been caused by human activity. You will learn how water is monitored and tested, and gain hands-on experience testing water. With that knowledge, you will work in teams on a final project to identify a specific water quality problem, apply the scientific process to develop water testing kit and compose a grant proposal enabling local citizens to implement your kit and foster a healthier environment. I will give you feedback on your grant proposals as part of your course grade, and encourage students to submit strong proposals for external funding. You can make a difference and this course will give you the tools to do so! Please note, this course includes mandatory field trips and field work.

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

CPED 203 Biohistorical Citizenship (4 Cr.)

What is the meaning of citizenship in an interconnected world? How can citizenship claims be empowering and exclusionary in the ownership and use of land, knowledge, and science? These questions challenge us to see both ourselves and others in dynamic relationships with each other, negotiating space and developing community in the process. In this course, students will explore answers to these questions through the exploration of biohistorical phenomena and the concomitant processes and practices that facilitate the transmission, reproduction, and elaboration of knowledge in the context of biology and history. The course will consider contemporary and historical use of local and regional lands, how land use impacts ecology over time, and how citizenship claims influences participation knowledge production around these ideas.

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

CPED 204 What the Frack? (4 cr.)

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

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

CPED 205 Hot Mess: Address Global Warming (4 Cr.)

Global warming is a popular term that describes a number of environmental changes precipitated by human actions. Despite the scientific consensus that exists about devastating effects associated with global warming, those effects - or even their existence - have been contested in some quarters. For that reason, in this class we will explore the scientific evidence of global warming, the current and predicted effects resulting from it, and the potential actions to address it. Although this exploration will decisively be through a scientific lens, we will use an interdisciplinary perspective, relying on cultural and societal perspectives in an effort to provide a comprehensive view of this topic. To gain a deeper understanding of this subject, you will collaboratively propose a scientifically sound approach to address global warming at a local setting.

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

CPED 206 Astronomical Data (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 accessible 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 and sophomore students, and others with instructor permission.

CPED 207 The Addicted Brain (4 Cr.)

The opioid crisis is one of the deadliest drug epidemics in U.S. history. "Opioids" include illegal recreational drugs (such as heroin), but also powerful pain relievers often prescribed for patients with chronic medical conditions. In this course, we will dive into the neurobiology of opioid drugs, the effects they have on the brain, and how this contributes to the development of an addiction. We will also examine the many intersecting factors (education, class, race, cultural background, genetic predisposition, psychological health, and others) that influence who becomes addicted to opioids, and what help they receive. Students will then conduct collaborative investigations of a drug of their choice in a specific local or national setting (for example, methamphetamine abuse in the rural Midwest, or Ritalin abuse by urban teens), working to understand the factors influencing the abuse of this drug from social and biological perspectives.

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

EC 265.001 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 265.002 Think Like a Firm (2 cr.)

This course explores how firms make decisions from an applied perspective through the use of real-world case studies and a computer-simulated firm strategy game. Within the computer simulation, student-led groups are given the opportunity to run their own firm, where they make choices about pricing, product quality, global distribution, and many other decisions while competing against other student groups to understand how firms use economic theory to develop effective management strategies.

Prerequisite: EC 111

FR 132 – Film and Culture (2 cr)

Working in small groups, students will further deepen their knowledge and practice of the French language within the context of an exploration of French and Francophone culture in film.

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

FR 451 - Francophone Secrets and Lies (4 cr)

What constitutes a secret? How is silence carefully built around it, maintained and finally broken? This course will trace how secrets (family, cultural, state) are revealed in postcolonial Francophone texts and films (from Africa, the Americas and Europe). Readings by Assia Djebar, Laye Camara, Boris Diop and films by Nadir Moknèche, Dalila Ennadre, Denis Villeneuve, Michael Hanneke, Kaouther Ben Attia and more.

Prerequisite: FR 245 or permission of the instructor.

GER 240 – Short Texts in Literature and Film (4 cr.)

This course at the intermediate level introduces students to contemporary German short stories and short films. Our primary focus is the analysis and contextualization of written and visual texts, covering diverse topics and narrative approaches. We are particularly interested in the intersection of the past and the present, transnational and intercultural encounters as well as national and global forces. Taught in German. Maybe repeated if topic is different.

Prerequisite: GER 130 with a minimum grade of C- (or equivalent).

HIS 289.001 Women and Gender in Latin American History (4 cr)

This course examines the history of Latin America from the initial contact between Europeans and indigenous Mesoamericans through the modern period. It will pay particular attention to the lives of everyday men and women, notions of gender and sexuality, and how social interactions and cultural concepts changed over time. It will also study how the social, political, and economic legacies of the Spanish and Portuguese colonies shaped Latin American nations post-Independence. Using gender and sexuality as an analytical framework, the course will explore the lives of various groups of different classes, races, cultures, and religions that contribute to the evolution of Latin American history.

HIS 289.002 On Hallowed Ground: The History of Slavery and Race in Maryland (4 cr)

Maryland occupies an enormously important role in the history of slavery, race, and abolition in the United States. This course puts the lives of Africans and African Americans at the center of this history, seeking to uncover how slaves and free people resisted enslavement and oppression in Maryland. Enslaved people of African descent labored in the city as sailors, peddlers, and carpenters; they labored on small farms as threshers, carters, and midwives; they slaved on massive plantations and estates like Hampton producing iron used in the American Revolution. They also ran away and revolted. This history is not distant from us at Goucher—it is beneath our feet. The land the college purchased in 1921, fifty-seven years after the abolition of slavery in Maryland, was once part of the Hampton complex and later part of a smaller plot called Epsom where enslaved men, women, and children lived and died. Placing their history at the foreground of our work, our aim is to bring the lives of black Marylanders to life through rigorous student research that will be conducted at the Goucher Special Collections Library and Maryland Historical Society. Collectively, we will work to honor the memory of enslaved Marylanders—especially those who lived on the land where the college now stands—and share our findings with the public.

HIS 320: “Burn the Ships!” Mythmaking & The History of The Spanish Conquest (4 cr)

This course examines the role of “myth” and “memory” in the recording of the past through present day. A major goal of the course is to uncover the ways in which these two, often mutually reinforcing, processes have shaped specific cultures at different times, and how differences in such beliefs reached beyond the historical records to influence politics, economies, and other social developments. The course therefore illustrates how collective historical memories are essential components of individual and communal identities. By exploring this evolution within the context of traditionally “mythicized” events like the Spanish conquest of the Americas, students will learn how to analyze these complex processes historically. They will then apply these skills in their research of modern examples of “myth and history.”

LIT 372 Topic: The African American Novel (4 cr)

An examination of thematic, structural, and stylistic characteristics of the African American novel from its rise in the 19th century through contemporary works.

Prerequisite: LIT 200. Pre- or co-requisite: LIT 215.

PE 152.002 Pool/Spa Operators Course (0 cr.)

This course provides up-to-date information regarding the safe and healthy operation of public swimming pools, spas and hot tubs to enable students to qualify as certified pool/spa operators in Baltimore County. Bring picture identification card (driver’s license). You must be 16 years old to take course. The book is included in the cost of the course and will be given out in class.

Dates: April 28 & May 5 9am-5pm

Pool Operators Course:

Goucher College Student- \$100/ Fac&Staff \$125/ Community \$150

PHY 330 Introduction to Nanoscale Science and Technology (4 cr)

When the size of a material is reduced to nanoscale, many of its properties are fundamentally changed, allowing for development of novel technologies in electronics, computing, chemical sensing, bioengineering and medicine. This course will provide an introduction to nanoscale science and its applications. It is intended for students in natural sciences, mathematical and computational sciences and engineering. The course will introduce the basic principles of condensed matter physics and the standard techniques of nanotechnology through interactive lectures, hands-on projects and the

discussion of key research articles. The special topics will include nanoelectronics, photonics, micromechanical systems, microfluidics, nanobioengineering and medical applications.

Prerequisite: PHY 220 or instructor permission.

PSC 353 Seminar in Responding to Mass Atrocities (4 cr)

While the international community repeatedly uttered the mantra “Never again” following the Holocaust, the world has thus far been unable to prevent and respond swiftly to the crime of genocide, and other mass atrocities. In the last 20 years alone, we have witnessed mass atrocities committed on the part of state governments or armed non-state actors in Syria, Afghanistan, Yemen, Libya, the Central African Republic, Democratic Republic of the Congo, South Sudan, Burma (Myanmar), Eritrea, and Venezuela.

In this seminar, we will first explore the emergence of the crime of genocide, and examine the evolution of the discourse on mass atrocity crimes. We then turn to development of international humanitarian law, human rights law, emerging norms like the Responsibility to Protect (R2P) and the Protection of Civilians (POC) principles, as well as the establishment of ad hoc tribunals and the permanent International Criminal Court, all seeking to curtail the perpetration of these egregious crimes. We will also look at the actions of the United States and others in coordinating international responses, and specific efforts by activists and practitioners to institutionalize prevention into government decision-making. Lastly, we will evaluate the institutional and normative gaps in the prevention and response capacities of nation-states and international organizations with a view of proposing thoughtful and doable reforms that could facilitate concerted action to end these crimes.

Prerequisite: minimum junior standing.

PSY 419 Seminar in Cultural Psychology: Psychology of Racism (4 cr)

Cultural psychology is a subfield within the areas of social psychology and cultural anthropology. It involves the study of the interconnections between and among intergenerational transmitted behaviors, meanings, and symbols, and psychological processes such as cognition, affect, personality structure, and behavior. This particular seminar will: (1) consider anti-Black racism in its global context; (2) include anti-discrimination interpersonal response training; and (3) examine the culture and psychology of white racism from multiple perspectives including psychodynamic, clinical, behavioral, social psychological, and developmental psychological perspectives. May be repeated for credit with different topic.

Prerequisites: [PSY 219](#) or [PSY 226](#) or [PSY 230](#); and [PSY 302](#) (formerly PSY 252) or [PSY 305](#) (formerly PSY 255); or permission of the instructor.

PSY 433 Seminar in Experimental Psychology: Comparative Perception (4 cr.)

This seminar serves as an introduction to the experimental study of selected topics in perception and attention through a detailed examination of one or more selected topic(s). Topics this semester include echolocation in bats, sonar in dolphins, biological compasses, electroreception in fish, and pheromones in mammals. Knowledge of these mechanisms has practical applications and can also help us to obtain a deeper understanding of human sensory systems and the brain and nervous system in general. Our discussions will include description of these amazing perceptual capabilities, the anatomy and physiology that make them possible, and how they were discovered. We will approach these topics in the context of the scientific method, research design, data collection techniques, and analytic strategies. Students will develop skills in scientific writing (APA style), and reading the literature critically.

Prerequisites: PSY 233 and PSY 302 or PSY 305 or permission of the instructor.

RLG 240: Prison Religion (4 cr)

This course examines the role religion has played in both creating and also opposing the US carceral state. We will look at how different religious texts imagine crime, punishment, justice, and reform. We will think about the connections and differences between religious practice of “human sacrifice” and secular practice of capital punishment. We will look at ethnographic and autobiographical writings about prison ministry and religious conversion as well as religious activism around prison abolition. We will also explore the legal, ethical, and political problems that arise when “faith-based” social service organizations working in the prison system combine social programs with evangelizing and decidedly gendered and racialized notions of reform. Course materials may include texts like *On the Genealogy of Morals, Discipline and Punish, The Autobiography of Malcolm X, Prison Religion, and Solitary Confinement* as well as film, art and poetry, court cases, and interviews.

Prerequisite: one course in religion or sophomore standing.

RLG 370: Religion, Gender, and Sexuality (4 cr)

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, gender, 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: one course in Religion or Women, Gender and Sexuality Studies.

SOA 280 Ethnography and Storytelling (4 cr)

Our capacity to tell and listen to stories is a fundamental feature of human culture. This course explores how ethnographic inquiry addresses storytelling, and how ethnography draws from storytelling in its work of bridging and illuminating human realities. We will read both ethnographic texts that engage with the narrative creation of empathy, meaning, identity and perspectives as part of cultural practice, and that use narrative writing to bridge and reveal social worlds. We will also engage in ethnography ourselves, collecting and reflecting on stories and developing our own capacity as ethnographic storytellers.

We will ask many questions. Here are some to begin with:

- Why do we tell stories?
- What can we learn from stories about their tellers, their subjects, and ourselves?
- What stories do we want to tell? What stories do we need to tell?
- How do we want to tell them?

SOA 393- Residential Justice: Understanding Living Patterns in Baltimore and Maryland and Their Consequences (4 cr.)

This course will focus on how residential living patterns affect the lives of people in and around Baltimore, and the state of Maryland more broadly. We will examine how living patterns are effected by and correlate with race, social class, education, health, income, access to services, employment and more. Through this examination we will better inform ourselves about how the unique character of residential areas affects the way people live their lives, and affects the outcomes of the people who live there. Understanding these living patterns will also allow us to get a broad overview of inequality both

in Baltimore and across the state, and how these living patterns both contribute to and help recreate inequality.

We will also focus a great deal on local culture; what makes some local cultures unique, Through this, students can better understand the richness of local culture and subcultures (go-go music in the DC suburbs vs. house music in Baltimore and the Baltimore suburbs as one example), how living patterns and culture inform and effect one another, and begin to understand how Baltimoreans and Marylanders live their lives. We'll also look at cultural capital, and how the value of what is learned in different communities is valued differently by schools, employers, and broader social life.

Note: Course counts towards Institutions and Social Change area under Social Justice Concentration for SOA majors.

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

SP 350 Estos somos nosotros: Mi gente y yo – This is us: My people and I (4 cr)

Participants will navigate through storytelling, 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, SP 230S, SP 230V, or SP 235; or permission of the instructor.

SP 445: Special Topics in Latin American Culture: “¡Así no fue!” Using film and creative writing to understand LA culture (4 cr)

The present course will explore Latin American culture through the viewing of film and will use creative writing as a way to critically examine world views presented in those films. We will view films such as *El abrazo partido*, *El espinazo del diablo*, *Kamchatka*, *Madam Sata*, *Todo el Poder*, among other Latin American films. Films will be explored critically through essay and creative fiction writing to gain a better understanding of central issues of Latin American culture. We will explore cultural differences in understanding cultural world views.

Prerequisite: SP 322.

COM 425/WGS 325 Women and Film (4 cr) (GCR-RPP)

This course examines filmmakers and films noted for their singular, provocative approaches to screening women. Drawing on feminist and queer theories, we will explore how these artists and works challenge and transgress gender roles and sexual norms while experimenting with cinematic form. Filmmakers to be studied represent a variety of historical periods, nationalities, and film traditions, including classical and contemporary Hollywood, global cinema, avant-garde cinema, independent film, and documentary. Repeatable if the topic is different.

Prerequisites: WGS 330 and junior or senior status; OR COM 341 and/or COM 342, and COM 262 and junior or senior status; or permission of the instructor

WGS 400 - Selected Topics: Transgressive Black Sexualities in Visual and Performing Arts (4 cr)

This course will examine visual and performing art that celebrates identity, witnesses testimonies of transgression, and contemplates queer, feminist, and critical race praxis as a performative act. We will explore the histories and genealogies of radical artistic storytelling at the intersection of race, sexuality, and performance. Through an analysis of historical and contemporary dance and musical expression, we

will engage subjugated stories of individual artists and creative communities. This class is unapologetically Black and queer, with an emphasis on intersectional analysis and the politics of representation. Students will have the opportunity to explore their own creativity in this course through innovative projects and interactive visionary practice.
Prerequisite: WGS 100 or WGS 150, or permission of the instructor.