Goucher College
Registration Guidebook

Spring
2020

Office of the Registrar
1021 Dulaney Valley Road, Baltimore, MD 21204
410-337-6500/FAX 410-337-3111
October 21, 2019
***IMPORTANT***

This document contains important information for student registration.

View the Spring 2020 schedule on myGoucher at https://hercules.goucher.edu/SelfService/Search/SectionSearch.aspx

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

For additional information about the Office of the Registrar please visit our web site at: http://www.goucher.edu/registrar

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

It is the responsibility of each student to monitor his or her academic progress at Goucher College. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate attainment of his or her educational goals. To assist in making these important decisions, the College provides each student with an Academic Advisor.
Registration Information
UNDERGRADUATE REGISTRATION – Spring 2020

Dates for Spring 2020 Registration
Academic advising begins for Spring 2020 Monday, October 21
Registration begins for Spring 2020 Monday, November 11

STEP 1: ACADEMIC ADVISING

Advising for students is October 21 to November 8. 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 on October 21. Bring to the advising session a completed course change form as a first draft of the courses you want/need to take. Many advisors require that advisees take this first step before starting an advising session.

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

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

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

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

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

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

Registration for internships requires the Internship Learning Agreement (ILA) be submitted to the Career Education Office (CEO) for approval (be sure to check deadlines.) After approval by the CEO, the ILA is submitted to the Registrar’s Office for entry.
Registration for senior thesis requires the Senior Thesis Guidelines and Form be submitted to the Associate Provost’s office for approval (be sure to check deadlines.) After approval by the Associate Provost’s office, the Senior Thesis Registration Form is submitted to the Registrar’s Office for entry.

**STEP 2: RESOLVE HOLDS**

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

**STEP 3: REGISTRATION**

The deadline to initially register for Spring 2020 Monday, December 16. 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 18. 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 2, at midnight. After this date, through Friday, February 7, students may still drop semester courses, in person in the Office of the Registrar.

Through February 2 at midnight, students will be able to make schedule changes online only if initial approval for registration was received from the adviser (approval is needed one time only). Your adviser will receive an e-mail showing changes that are made each day they are processed. Closed courses, time overlaps, credit overloads, audits, independent work, and special permission courses will need to be registered for in person, in the Office of the Registrar, as they require a manual override. These changes must be made by Friday, January 31 at 5:00pm. Once a manual override is required for any reason, a manual override will be required for any subsequent schedule change, and these will have to be made in person in the Office of the Registrar.

**Course credit load is 18 credits for all students. See course load in the catalogue at [http://catalog.goucher.edu](http://catalog.goucher.edu).**

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

If you encounter technical problems, please send an e-mail message to the helpdesk@goucher.edu. The helpdesk e-mail will be monitored for problems during registration.
<table>
<thead>
<tr>
<th>Current Credits Completed as of November 2019</th>
<th>Your registration begins:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.00 or more credits completed</td>
<td>Monday, November 11 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.</td>
</tr>
<tr>
<td>42-79.99 credits completed</td>
<td>Tuesday November 12 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.</td>
</tr>
<tr>
<td>15.00-41.99 credits completed</td>
<td>Wednesday, November 13 (7:00 to 8:00 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.</td>
</tr>
<tr>
<td>0-14.99 credits completed</td>
<td>Thursday, November 14 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Sunday, February 2, at midnight.</td>
</tr>
<tr>
<td>Non-candidate students</td>
<td>Friday, November 15 (8:00 a.m.) Registration and schedule changes continue online until Sunday, February 2, at midnight.</td>
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</tbody>
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Important Information

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

Access myGoucher
Log into https://my.goucher.edu to access your class schedule, course history, and space in classes. For help, visit the myGoucher FAQ page.

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

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

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

Baltimore Student Exchange Program (BSEP) Enrollment
Schedules from colleges are available on the web. BSEP registration forms must be submitted to the SAS office with all appropriate signatures. Participating institutions process the BSEP forms at the end of their students’ registration period. Goucher students are notified of acceptance as it occurs. Seniors are 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.

Directory Information
Directory information may be released to those requesting it unless the student specifically requests otherwise. A student may request that all or a portion of this information not be released by filing a written request to that effect with the Office of the Registrar. Requests to withhold directory information must be filed annually with the Office of the Registrar. For more information about directory information, view the Goucher College FERPA webpages.
Drop and Withdrawal Deadlines
The last day a student may drop a semester course without a withdrawal appearing on the transcript is the ninth day of classes. If a student drops a class after this time, the student will receive a grade of "W". The last day to withdraw from a course is the end of the tenth week. Deadlines for half-semester courses are in proportion to their seven-week length. Check the Important Dates for Students calendar for exact dates.

Final Experience/Exam Schedule
The finals schedule is posted on the Records and Registration website by the start date of the semester. Look for the Final Exam/Experience Schedule on the Registrar's website

Internships (or Off-Campus Independent Work)
For-credit internships are applied for by completing an Internship Learning Agreement (ILA), which is available in the Career Exploration Office (CEO). These courses will be added to students' registration once the approved ILA is received by the Office of the Registrar from the CEO. Deadlines for submitting the ILA are published in the "Important Dates for Students." Students may apply 8 internship credits to the 120 credits required for the degree.

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

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

Name and/or Gender Change Policy
View or download the policy

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

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

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

**Physical Education Requirement**
The physical education requirement for graduation is either one varsity sport, one dance
class or one activity class. Not all dance classes are eligible to fulfill the PE credit. Please
check the list of eligible classes offered each semester at
http://www.goucher.edu/registrar/course-information/.

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

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

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

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

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

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

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

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

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

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

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

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

**Veteran’s Readmission Policy**
View or download the policy

**Writing Proficiency:** CWP is a requirement for graduation at Goucher

Earning CWP: The 3 Basic Steps for all Incoming Students

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

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

Please look for the Call for CWP Submissions early in Spring 2020. At that time, you will be invited to submit a portfolio of your writing.

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

**WEC Courses Offered Spring 2020**
View WEC courses at: [http://www.goucher.edu/registrar/course-information/](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/](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 2020 that satisfy Liberal Education Requirements can be found online at [http://www.goucher.edu/registrar/course-information/](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/](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 2020 that satisfy Goucher Commons Requirements can be found online at [http://www.goucher.edu/registrar/course-information/](http://www.goucher.edu/registrar/course-information/).
AMS 205: Issues in American Studies (2 cr.)
More than any other nation, America has envisioned itself as a place of opportunity. With hard work, ambition, and a dash of luck, even the poorest among us can move up the ladder—or at least create the conditions for our children to move up. We know the dream is far from a reality, and yet this creed, as President Obama called it, continues to animate and shape our public discourse. Some of the obstacles to equality of opportunity are well known and well documented. In this course, we’re going to dig a little deeper and explore some of the largely invisible and surprising factors that influence upward—and downward—mobility. We’ll look at the role zip codes, child rearing techniques, internships, and legacy admissions, among other factors, play in curtailling movement and maintaining the status quo. My hope is that even as we reflect on the constraints on mobility we will feel inspired to reclaim the dream.
Prerequisite: none

ART 259.001: Screen Printing (4 cr.)
This course will focus on the silkscreen printing process. Students will learn traditional and contemporary methods of stencil techniques and digital photo based emulsions to realize their own individual artistic needs all while developing a cohesive body of work. We will explore printing on various papers as well as alternative surfaces like t-shirts and other fabrics. This course will also include lectures and demonstrations on historical and contemporary examples of the medium and allow for the production of works that explore a variety of concepts and approaches. Much consideration will be given to conceptual and formal issues of printmaking, color separation, color order and how they manifest through the process of silkscreen printing.
Prerequisite: none

ART 259.002: Nature Speaks (4 cr.)
This theme/medium based 200-level studio course will provide intermediate students an opportunity. There is a way that nature speaks, that land speaks. Most of the time we are simply not patient enough, quiet enough, to pay attention to the story.
~ Linda Hogan, poet, and Chickasaw Nation’s Writer in Residence

Consider the possibility of letting the woods talk to you, of letting the land speak its truth. And consider that you could spend the semester listening. This studio course invites students at all skill levels to look more closely at the natural work as the first stop in the process of making art. The class is designed for students with an interest in closely observing Goucher’s natural environment and in learning how to think through multiple mediums, including drawing, three-dimensional work, sound, and light. Students are encouraged to work across disciplines to explore how immersion in the forms and materials of nature can serve as a way to spend deep time appreciating silence and making art.
Pre-requisites: None. This course fulfills Goucher’s studio art requirement.

ART 375/COM 409: Photography and Feminisms (4 cr.)
Photography, a medium that has been associated with Laura Mulvey’s term “the male gaze” and which has been an influential tool for the creation of denigrating notions of gender an identity can also be used in the service of empowerment and personal transformation. As essayist Julia Bryan-Wilson writes, “Female photographers have long been riveted by the structures of gender – its theatrics, its stereotypes – in order to explode them.”
This studio art course will explore how feminisms have shaped photography and how photography has shaped feminisms. Focusing on dialogues, debates, and strategies of feminism in photography students will create a body (or bodies) of work using their interpretations of feminisms(s) as a point of departure. Students may take ART 375/COM 409 as many times as they like since the topic changes each semester. Prerequisite: ART/COM 201 or permission of instructor.

**Prerequisites: ART 201 or COM 201**

**COM 110: Nasty Women & American TV Comedy (2 cr.)**
This course focuses on key contributions to American television comedy and political culture by unruly comedians and characters from Lucille Ball and Martha Raye to Maude and Roseanne to Samantha Bee and Wanda Sykes to Abbi & Ilana and Selena. Analyzing how the combustible combination of unladylike performance and comedic irreverence provokes political resistance and subverts social norms, we will examine how a medium traditionally gendered feminine and derided as "the boob tube" channels creative labor into feminist action. Our explorations will consider several genres and modes of American television comedy in which "nasty women" have thrived: the domestic and workplace sitcoms, the "single girl" and female friendship series, and stand-up, sketch, and political satire/parody. 
Prerequisite: COM 105 or a relevant FYS course taught by CMS faculty, or permission of instructor.

**COM 401: Race and Ethnicity (4 cr.)**
This course will focus on film and television representations of race and ethnicity. We will examine the texts, as well as the historical and economic structures that undergird media production. We will reflect on the ways in which we process texts and look at the impact the film and television has on people's lives. We will discuss scripted narratives (film, episodic television, etc.), reality television and advertisements. Some time will be spent looking at New Media influences such as memes and viral videos, to examine parallels. Through research, class discussion and self-reflection we will consider ways to challenge notions related to racial and ethnic representations in media. The class will consist of some lecturers, but primarily your success depends on your ability to participate in logical and informed discussions about the course content and then translating those discussions into written work.
Prerequisite: At least two 300-level required theory/criticism and history courses, COM 262, and junior or senior status, by the beginning of the course.

**COM 409/ART 375: Photography and Feminisms (4 cr.)**
Photography, a medium that has been associated with Laura Mulvey’s term “the male gaze” and which has been an influential tool for the creation of denigrating notions of gender and identity can also be used in the service of empowerment and personal transformation. As essayist Julia Bryan-Wilson writes, “Female photographers have long been riveted by the structures of gender – its theatrics, its stereotypes – in order to explode them.”

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**Prerequisites: ART 201 or COM 201**

**COM 412 Writing/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:** college writing proficiency, and junior or senior status, by the beginning of the course, two of the required 300-level theory/criticism and history courses in CMS, COM 262; or permission of the instructor.

**CPEA 210 Dancing Places: Create Self-Specific Performance (4 cr.)**

This course investigates how place and space are interrelated with people's sense of community. We will focus on the artistic genre of site-specific performance: events created for sites outside the typical spaces of the theatre, studio, concert hall or gallery. You will gain experience creating art of your own: whether as a performer or behind the scenes or through a combination of the two, you will develop and execute events designed to guide audiences into an experience that is both entertaining and thought-provoking. We will look at how site-specific art raises questions about how we experience place—questions about individual experience, social conduct and the politics of space. What brings public, shared spaces to life as places for community? What makes you feel either comfortable or out of place? Whom do you notice, or not? How do your own presence and activity contribute to the dynamics of a place? Who gets to contribute and who is excluded? What are some of the problems, both in society and large and in the immediacy of a given place, that create experiences of social alienation within commons spaces? As a jumping off point for our investigation of how people share space, we will draw on a variety of different kinds of social dancing—in a broad sense as dancing that's done mainly for fun and sociability rather than for show. For our class, no previous dance training is necessary, and appearing for an audience as a performer is encouraged but not required. Each class member's experience, whether as enthusiast or skeptic about taking the dance floor, will contribute to our shared understanding of how places can be in motion.

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

**CPEB 252 Individuals and Groups and Institutions (4 cr.)**

In this course you will use theoretical frameworks from social science and personal reflection to answer the questions: How do I articulate my identity? How does my identity shape the way I interact with individuals, groups, and institutions? What are my assumptions about ability, class, gender, immigration status, race, religion, and sexual orientation and how do they impact how I interact with individuals, groups, and institutions? What are the institutional, cultural, and structural factors of race and power that shape my perspective and experience? You will work in small collaborative groups to research current examples of tension/discrimination related to race, power, and perspective in the world then create an original plan to improve race relations/discrimination in the world around you.

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

**CPEC 258: This is Human, That is Nature (4 cr.)**

In 2008, two researchers set out to study Americans’ perception of their connectedness to the natural world. They asked respondents, “Do you consider yourself part of or separate from nature?” Overwhelmingly those surveyed responded, “Of course humans are part of nature.” A second question asked these same respondents how they defined nature. Again, an overwhelming majority responded with phrase likes “uninhabited” and “undisturbed by humans.” What does it mean—and what are the
implications for the environment—that many of us see ourselves as part of a nature that we define by our absence? This CPE will explore the cultural assumptions and attitudes that lead to or interfere with our collective and personal behaviors that are environmentally sustainable. As part of this we will examine written and visual interventions that have significantly altered or shifted (for better or worse) our cultural assumptions about the natural world. This course gives students the opportunity to think more rigorously and imaginatively about environmental issues by integrating insights from the Humanities

“My interest is that there is a disconnect between the science and the size of the threat that people mention about nature, the planet and the climate, and the emotion that this triggers. We are supposed to be extremely frightened people, but despite that we appear to sleep pretty well. --Bruno Latour

Our goal in this course is to explore effective ways to disturb our sleep.

Prerequisites: Restricted to first year through junior students, and others with instructor approval.

CPED 210: Genetic Testing: The 23 in me; science&ethics genetic test (4 cr.)
Prerequisites: Restricted to first year through junior students, and others with instructor approval.

FR 433: Marseille and the City as a Work of Art (4 cr.)
Urban art (both in and about the city) is a fascinating medium for exploring social change. Cities are places where global problems take form in local settings, and where future-oriented ideals are confronted by historic inequalities inscribed in urban space. Artists propose new insights through the beauty and power of their work, but they can also reshape the urban landscape, make new voices heard, reorganize relationships and urban boundaries, and produce new knowledge of the city. In this class, we will focus on the dynamic world of the arts in Marseille, and representations of this diverse, transnational city in a broad range of creative works including detective fiction, feature and documentary film, graffiti, popular music, theatre, and site-specific performance. We will also consider settings in selected other French and Francophone cities in order to understand better the distinctiveness of each city and the diverse ways that art can offer valuable alternative perspectives and propose new urban futures.
Prerequisite: FR 250 or permission of the instructor.

HIS 289: The Vulgar Renaissance: Italy, 1341-1527 (4 cr.)
In The Ugly Renaissance, Historian Alexander Lee inverts the usual picture of the Italian Renaissance in order to examine “sex, greed, violence, and depravity in an age of beauty”. Taking our lead from Lee’s cue, this class will flip the script on the narrative of modern progress that animates popular knowledge of the period. Instead, we will turn a critical eye to cruel pranks, dirty jokes, public insults, homoerotic poetry, bizarre satire, grotesque images, and other vulgarities to see what light they can shed on life in Italy during the long 15th century. Along the way, we’ll also consider the ways ‘indecent’ elements of our own society may tell us more about our world than we think.
Prerequisite: none

LIT 114 James Baldwin’s Essays (2 cr.)
James Baldwin’s essays redefine the form, creating a rhetoric that is at once forceful and brilliant. Baldwin writes about the civil rights and Black power movements of the mid-twentieth century like no one else and captures timeless truth about American racial consciousness. In this course we will read
the essays collected in *Nobody Knows My Name*, *The Fire Next Time*, and *Notes of a Native Son*, and also view the 2016 film by Raoul Peck focused on Baldwin’s work, *I Am Not Your Negro*.

**Prerequisites: none**

**LIT 223/WGS 223: African American Women Writers: Toni Morrison and Her Contemporaries (4 cr.)**
This course focuses on the novels of Toni Morrison and reads them in the context of her contemporaries in order to explore the realities that African American women writers of the late 20th and early 21st centuries present, along with the language they create. We’ll read four of Morrison’s novels—*The Bluest Eye*, *Song of Solomon*, *Beloved*, and *Home*—and contextualize her work by also reading additional writers such as Alice Walker, ntozake shange, Gloria Naylor, June Jordan, Gwendolyn Brooks, Audre Lorde, Octavia Butler. We’ll explore the ways that these writers confront the violence of power and oppression as complex forces in society and human lives while at the same time giving us beauty—and love.

**Prerequisite: WRT 181 or instructor's permission.**

**LIT 440: Big Books: Middlemarch (2 cr.)**
How do we find our vocations, the work we feel we’re meant to do? How do we choose our life partners? What happens if we make mistakes along the way? These questions lie at the heart of *Middlemarch* (1871-2), the masterpiece by the English novelist George Eliot (the pseudonym of Mary Ann Evans). We’ll take our time with this magnificent (and very big) novel, with weekly seminar-style discussions. Our writing assignments, unlike Middlemarch itself, will be brief; a course project will have creative and critical options.

**Prerequisite: Junior standing in a major in the Humanities Center; other juniors and seniors by permission.**

**PE 156 Pool/Spa Operator (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: Sundays - April 26 & May 3  9am-5pm**

**Pool Operators Course:**
Goucher College Student- $100/ Fac&Staff $125/ Community $150

[Safety School2020.docx (open link)]

**PH 216/PCE 316: Topics in Collaborating for Justice (2 cr.)**
Students in this course will examine the intersections among health, equity, access to services and opportunities in relation to the jobs movement called Turnaround Tuesday and at least one offshoot program working in a Baltimore City elementary school. The course blends theory and practice as students collaborate with Baltimoreans involved in community-building and livability-enhancing activities such as improving access to employment, supporting leadership opportunities for returning citizens, and implementing restorative practice circles with school children. Changing course content will provide contextualizing information on trauma-informed restorative practices, social capital, social control, solidarity, and community well-being standards while students engage with academic definitions of social cohesion in relation to Turnaround Tuesday and its larger transformative aims. Note that off-campus activities are a required component of this course; interested students should contact
the professor regarding the specific times that these activities will take place in any given semester.

**Prerequisite:** Sophomore standing. Fall and Spring semesters.

**PSC 249: Gender, Women, and War in the 21st Century (4 cr.)**
The core question for feminist theorists in International Relations (IR) in the 1980s and 1990s was "where are the women?" Before this period, women's experiences, narratives, roles, were largely absent from IR scholarship. Drawing on the concepts of gender and war in world politics and the expanding critical feminist scholarship in International Relations, this course will explore the ways in which power is reified through gendered norms and practices in the 21st century. We will focus specifically on the lived experiences of women and girls to understand the impacts of war on their security and agency. We will also explore the lived experiences of men, boys, and non-cis-gender people during war, to improve our understanding of the gendered normative dynamics associated with killing and conflict.

**Prerequisite:** none

**PSC 353: Human Security Seminar (4 cr.)**
The concept of human security has evolved as a challenge to conventional thinking on security. Building on the United Nations' use of the term in 1994, and drawing largely from critical theory, and critical security studies in particular, human security as an alternative approach to traditional state-centric security concepts began to appear in political discourse and analysis. Several key questions surround the emergence of the concept of human security, namely: whose security matters when we think about the major threats of our time? What kinds of issues count as security threats? How can we improve the way we prevent and respond to the major threats to human beings around the globe? This seminar will introduce the notion of human security, trace its emergence and evolution in the global political discourse, explore the theoretical scholarship from which it developed, and evaluate its effectiveness as a framework for addressing the most egregious threats human beings face today. From refugee flows, gender inequality, ethnic conflict, mass atrocities, poverty, to climate change, human security scholarship and policy has sought to examine the various threats to the lives of people that transcend national borders and allow us to break out of narrow thinking to develop innovative and globally-minded solutions.

**Prerequisite:** minimum junior standing.

**PSY 422: Cognition, Teaching and Learning (4 cr.)**
This seminar focuses on recent developments in the field of Cognitive Psychology in relation to teaching and learning issues in higher education. Effective educators and psychologists understand a great deal about students’ mental activities, or cognitive processes, which include all the remarkable, interconnected functions of the mind, such as attending, imaging, organizing, elaborating, encoding, creating, retrieving, and problem-solving. Special emphasis is given to the impact of memory theories and research on our understanding of information processing in the context of educational experiences. Topics include working memory, metacognitive strategies for learning (i.e., knowing what you know and learning how to learn), teaching techniques, effective study habits, testing issues, and the impact of technology. A central objective of this seminar is to develop strong theoretical understanding and methodological skills needed to conduct original research on these topics. Students also complete a translational project for a general audience.

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

**PSY 444: Topic Spring 2020: Theory of Mind and Intentionality (4 cr.)**
Theory of mind (ToM) is the understanding that people do things based on their mental states. ToM is a foundational social cognitive ability, with implications for many aspects of individuals’ daily functioning, such as executive-function skills, social competence, peer acceptance, and early success in school. Difficulties in ToM development have been linked to Autism, conduct disorder, language delays, schizophrenia, and a host of other developmental and psychological difficulties. Thus, ToM development is not only an interesting topic of study, it is also of practical importance.

In this seminar, we study ToM in both humans and non-humans. We address the relevant topics such as the developmental steps and precursors to ToM in infancy and its development in childhood to late adulthood, the neurological and genetic bases of ToM, and deficits in ToM. The seminar offers an opportunity to critically examine multifaceted concepts of mind in a rapidly expanding area of developmental psychology.

**Prerequisites:** PSY 244; PSY 302 (formerly 252) or 305 (formerly 255); or instructor permission.

**SOA 393: Birth Cohorts, Generations, and Birth Effects (4 cr.)**
This course will examine social, cultural, and economic trends across generations. We will look at formative events, coming of age narratives, life chances and unique cultural markers. Within this context we will also examine the acute effect of social events can have on birth cohorts; for example, people born in 1985, 1986, and 1987 generally graduated college at the height of the most recent large US recession known as the great recession. Finally we will read Dalton Conley’s The Pecking and similarly themed works order to examine birth order effects and trends.

**Prerequisites:** SOA 200, SOA 201, or SOA 217

**SP 350: Disability and Illness in Hispanic Culture (4 cr.)**
The main focus of this course will be to look at disability and illness in cultural products from modern Spain and Latin America and how these portrayals accurately—or erroneously—represent the lived experiences of living with an illness or disability. We will study texts, including fiction, short stories, life-writing, and film, from various decades, sociocultural contexts, and disability intersections, discovering similarities and differences amongst the texts and film. We will investigate how these works can be looked at from a disability theory or feminist disability theory standpoint through short presentations and analytical essays, and will reflect on our own experiences with illness and disability.”

**Prerequisites:** SP 230, SP 230S, SP 230V, or SP 235

**SP 445: Fiction, Fantasy, and Film (4 cr.)**
This course taught entirely in Spanish will examine the way famous literary texts have been transformed into films through the imagination of directors with different cultures and different points of view.

**Prerequisite:** SP 322

**VMC 287: The Goucher Museum, Past and Present (4 cr.)**
The Art and Artifacts Collection at Goucher originated in the Goucher Museum, which was a part of the college campus when it was situated in Baltimore City. This course will explore the origins and fate of the Goucher Museum and its collections as it attempts to understand the nature and significance of the Art and Artifacts Collection, currently housed in the Athenaeum. In order to address these issues, students will be involved with primary source research, field trips, and artifact analysis.

**Prerequisite:** permission of the instructor.
WGS/LIT 222: African American Women Writers: Toni Morrison and Her Contemporaries
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Prerequisite: WRT 181 or instructor's permission.