

Goucher College

Registration Guidebook

Spring
2021

Office of the Registrar
1021 Dulaney Valley Road, Baltimore, MD 21204
410-337-6090/FAX 410-337-3111
October 19, 2020

*****IMPORTANT*****

This document contains important information for student registration.

**View the Spring 2021 schedule on myGoucher at
<https://hercules.goucher.edu/SelfService/Search/SectionSearch.aspx>**

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

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

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

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

Registration Information

UNDERGRADUATE REGISTRATION – Spring 2021

Dates for Spring 2021 Registration

Academic advising begins for Spring 2021
Registration begins for Spring 2021

Monday, October 19
Monday, November 9

STEP 1: ACADEMIC ADVISING

Advising for students is October 19 to November 6. 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 19. Send your advisor a complete list of all the courses you want/need to take. Many advisors require that advisees take this first step before starting an advising session.

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

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

Prerequisites: You may only register for courses for which you have met the required prerequisites unless the instructor has sent you an email of approval to waive them.

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

In addition to your advisor, instructors' approvals are required for audits, closed courses, time overlaps and any course in which you are required to have the permission of the instructor to enroll. Advisor, instructor and program director signatures are required for independent work. Registration for any of the above course types must be done in the Registrar's Office after your assigned day and time for registration. All approvals must be submitted. Emails from the faculty member will be accepted as approvals.

When registering online, pass/no pass can only be selected for courses required to be graded as such (PE activity, etc.). Changing from a regular grade to pass/no pass can be done by submitting a request approved by your advisor after your assigned registration time. See pass/no pass in the catalog at: <http://catalog.goucher.edu>.

Registration for internships requires the Internship Learning Agreement (ILA) be submitted to the Career Education Office (CEO) for approval (be sure to check deadlines.) After approval by the CEO, the ILA is submitted to the Registrar's Office for entry.

Registration for senior thesis requires the [Senior Thesis Guidelines and Form](#) be submitted to the Associate Provost's office for approval (be sure to check deadlines.) After approval by the Associate Provost's office, the Senior Thesis Registration Form is submitted to the Registrar's Office for entry.

STEP 2: RESOLVE HOLDS

Your holds (stop flags) appear when you log on to myGoucher. Online or in person registration cannot occur unless the hold is removed.

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

- Please click on "Goucher Links" at the top of your myGoucher page and click "Undergraduate Spring 2021 Planning Survey and Financial Responsibility Agreement".
- You must e-sign the Agreement, which should immediately lift the hold on your account and allow you to register.
- If the hold does not immediately lift, try to log out and log back in to your account, or contact helpdesk@goucher.edu.

All other holds: Contact the appropriate office to resolve any hold placed on your account such as those noted by Billing, the Registrar's Office, the Health Center, Financial Aid, the Associate Provost's Office, etc., before your assigned registration start day and time.

STEP 3: REGISTRATION

The deadline to initially register for Spring 2021 is Tuesday, 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 19. 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 14, at midnight. After this date, through Friday, February 19, students may still add semester courses with the instructor's and advisor's approval, or **drop** semester courses with the advisor's approval, in the Office of the Registrar.

Through February 14 at midnight, students will be able to make schedule changes online only if initial approval for registration was received from the adviser (approval is needed one time only). Your adviser will receive an e-mail showing changes that are made each day they are processed. Closed courses, time overlaps, credit overloads, audits, independent work, and special permission courses will need to be registered for in the Office of the Registrar, as they require a manual override. These changes must be made by Friday, February 19 at 5:00pm. Once a manual override is required for any reason, a manual override will be required for any subsequent schedule change, and these will have to be made in the Office of the Registrar.

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

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

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

Current Credits Completed as of October 2020

Your registration begins:

84.00 or more credits completed

Monday, November 9 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, February 10, at midnight.

58.00-83.99 credits completed

Tuesday November 10 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, February 10, at midnight.

25.00-57.99 credits completed

Wednesday, November 11 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, February 10, at midnight.

0-24.99 credits completed

Thursday, November 12 (7:00 to 8:30 p.m. assigned start times). Registration and schedule changes continue online until Wednesday, February 10, at midnight.

Non-candidate students

Friday, November 13 (9:00 a.m.) Registration and schedule changes continue online until Wednesday, February 10, at midnight.

Important Information

Access your Degree Works audit

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

Access myGoucher

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

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

Alternate Courses

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

Audits

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

Baltimore Student Exchange Program (BSEP) Enrollment

Schedules from colleges are available on the web. BSEP registration forms must be submitted to the Registrar's office with all appropriate signatures. Participating institutions process the BSEP forms at the end of their students' registration period. Goucher students are notified of acceptance as it occurs. Seniors are not allowed to enroll in BSEP courses during their last semester, as BSEP grades not submitted by the graduation clearance deadline can impact the student's ability to graduate. BSEP courses may only be taken in the fall or 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)

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

Location of Classes

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

Major/Minor

Student may declare their major or minor with [an online form](#). Please direct any questions concerning the process or form to the Office of the Associate Provost for Undergraduate Studies. All students must declare a major before registering for the first semester of their third year. The Office of the Associate Provost for Undergraduate Studies is in Van Meter G24 and can be contacted associateprovost@goucher.edu.

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 fall 2019. The new policy beginning fall 2019 is as follows. The policy change is not retroactive.

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

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

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

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

Senior Thesis

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

Seven Week Courses

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

Signatures - Course Change Forms

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

Subsessions

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

Time Conflicts

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

Veteran's Readmission Policy

[View or download the policy](#)

Writing Proficiency: CWP is a requirement for graduation at Goucher
Earning CWP: The 3 Basic Steps for all Incoming Students

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

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

Please look for the Call for CWP Submissions early in Spring 2021. 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 2021

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

General Education Requirements

Liberal Education Requirements

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

Goucher Commons Requirements

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

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

Topic and New Courses Spring 2021

ART 259.001: Collage/Personal Journey (4 cr.)

COM 108.001 Introduction to Video Production (4 cr.)

This course is designed to introduce students to the ideas and techniques involved in the production of electronic media in the field. Students will learn basic production skills, and work cooperatively and individually to produce and direct several video projects. The course will also include discussions to provide students with a variety of critical tools to help them gain a better understanding of how media products are constructed. The purpose of the course is to make students familiar with significant issues involved in the production process, offer them the opportunity to develop their creativity, and prepare them for more advanced work in video production.

COM 412.001: Media Workshop: Digital Storytelling (4 cr.)

Digital Storytelling will focus on the act of writing and telling stories to an audience, with the use of digital resources. Storytelling, itself, is the act of sharing stories in which the narrator has some personal stake. You will leave this class with an understanding of narrative structure, performance, and audience engagement. Additionally, you will utilize visual and digital literacy skills to make your stories come to life - using equipment readily available (phones, computers). The culminating project is a digital storytelling video project, where you get to tell a story you have developed during the course.

Prerequisite: Junior or senior standing or permission of instructor.

CPEA 212.001

We will use Janet Jackson's career as a case study to examine how race, gender and politics play a role in how media content is created, marketed and consumed.

The Super Bowl XXXVIII (2004) Halftime Show which featured Janet Jackson as the headliner and resulted in what became coined as a "wardrobe malfunction," was a turning point for the global pop icon and touchstone for discussions about race, gender and politics and popular culture. She is often cited as the trigger that helped propel YouTube's success and "Janet Jackson" became the most searched term on Google in 2005

Billboard Magazine ranks Janet as the #3 "Female Artist of All Time." Considering that her ascent as an artist took place during a time in popular music when radio playlists were still largely segregated (MTV once limited the number of videos of Black artists it would play, for instance), her success as an artist and her impact are worthy study, on its own. Compounded with her steep decline, in terms of public opinion and sales following the Super Bowl incident; her career is a case study in the power of media in the 24-hour news cycle, digital age.

Despite her enormous success and her place among the most revered artists in pop music, she was blacklisted for the Super Bowl incident. Radio stations banned her music, MTV stopped

promoting her videos, album sales dropped, etc. Meanwhile, Justin Timberlake, the featured performer during Janet's Super Bowl performance, became one of the biggest stars in the world. His career did not suffer at all; despite his role in tearing off Janet's bustier, revealing her breast.

This course will examine how pop music iconography is crafted and maintained under systemic structures that disempower women, Blacks and other marginalized groups. We will gain an understanding of power and how it functions in the media. We will look at the social/cultural implications of Janet being blacklisted, while Justin Timberlake's career flourished. We will also examine Janet Jackson's recent return to prominence as a respected legacy artist and how modern protest movements via social media helped revitalize her career and image.

In the end you will see that entertainment is about more than a song, a dance or an image. It is all about control and in order for the system to function, someone has to wield it and others yield.

CPEC 211.001 Talking Dead:Memory, Landscapes and the Dead (4 cr.)

This course explores pressing problems of modern racism in death in federal and state laws over burial space and segregated landscapes in Maryland. We will explore the histories of African American Communities in Maryland, segregation laws and historical preservation laws (state and federal) in an effort help advocate for equal justice for all in death. Utilizing interdisciplinary perspectives in history, archaeology and historic preservation, we will examine the roots of discrimination in landscapes and how regional histories or constructed through space manipulation. We will look at the graveyards as landscapes of memory, which are currently the subject of a number of battles in the US over who is valued in life and death.

CPEC 212.001 Facing the Far Right (4 cr.)

The resurgence of far-right extremism is one of the biggest challenges currently facing the European Union. The refugee crisis and the growth of Muslim communities in Europe has resulted in violent backlash from those who want to "preserve" a mythic European culture. In this course, we will examine the historical roots of white supremacy, xenophobia, and antisemitism and their contemporary manifestations. We will also evaluate the methods and motives behind these groups and measure their success in garnering broad support through traditional channels. Lastly, we will interrogate those solutions offered by both governmental and non-governmental bodies. Students are limited to one CPE course per semester.

DAN 160.001 Practice:Site Specific Improvisation (1 cr.)

Through weekly, guided experimentation and a variety of improvisational practices, we will discover together how the spaces we inhabit can influence how we move and the creative choices we make. We will also investigate improvisation as performance by creating "pop-up" performances around campus.

EC 203.001: Economics of Inequality (2 cr.)

This is a course dedicated to the study of inequality and poverty in the United States. In particular, we will examine how inequality and poverty are measured, consider the underlying causes of inequality/poverty, consequences of inequality/poverty and then consider how our views of these causes shape public policy. Inequality lies at the core of the national discussion on opportunity and equity. A key component of this course is to examine the complex policy issues that have arisen due to historic increases in income and wealth inequality—particularly as those inequalities have developed across race, ethnicity, gender, and social class.

Prerequisite: EC 111.

FR 430.001 L'écriture des Secrets / Secrets and Revelations (4 cr.)

Secrets & Revelations examines how Francophone literature and cinema hide and reveal secrets, and their various ways of outing individual, familial, social, national, cultural secrets passed along from generation to generation. Readings include short novels by Guy de Maupassant, Marguerite Yourcenar, Philippe Grimbert, Laye Camara, Assia Djebar, as well as films by Michael Haneke, Denis Villeneuve, Krystof Kieslowski, Olivier Assayas among others.

Prerequisites: FR 250 or permission of the instructor.

HIS 118.001: From Kaiser to Furher (4 cr.)

Between Kaiser Wilhelm II and Hitler: An Experiment in German Democracy examines the turbulent period of 1919 through 1933. This transitional period between the abdication of Kaiser Wilhelm II and Hitler's Third Reich is often regarded as a failed attempt to create a new republic based on democratic ideals. While Conservatives at the time viewed Weimar as a doomed enterprise due to political inefficiency, sexual deviance, and gender dynamics gone awry, for many Weimar represented an opportunity for reform, an expansion of rights, and freedom of expression. In this course, students will examine the political, social, gender, sexual, and racial dynamics of German life. This includes the role of art in shaping social and political commentary, the influence of eugenics on the welfare state, and the clashes between Socialists and Communists. We will also explore how scholars have characterized the period and the factors they attribute to its downfall. Lastly, An Experiment in German Democracy will prepare us to discuss contemporary usages of the period and the place it occupies in our collective memory.

HIS 238.001: Topics in Comparative Colonialism: Empires in East Asia (4 cr.)

Colonialism, and the imbalanced political, social, and economic relations that it engendered, shaped the modern world in ways with which global society continues to struggle. In order to understand the precise influence of the world empires on the past and the present, this course adopts a comparative approach and a global framework, with a particular focus on East Asia. The course emphasizes critical thinking about issues of nationalism, ethnicity, race, and gender. This course can be repeated if you have taken it with a different instructor and with a different geographic focus.

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

HIS 322.001 Terror and the French Revolution (4 cr.)

The French Revolution is generally understood to be a defining episode in the history of the modern world, and scholars have offered numerous explanations of what happened, why it happened, and what it meant. This seminar allows students to wrestle with various interpretations of the French Revolution, and special attention will be devoted to analyses of the Reign of Terror. The course pushes students to think about how our understanding of important events has evolved over time and what this tells us about scholarly problem-solving.

LIT 440.001 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.

Prerequisites: Open to all juniors and seniors in the Center for the Humanities, plus other interested readers by permission of instructor.

PCE 231.001 Social Practice Art (4 cr.)

This course, organized around a rotating thematic topic in a given semester, will focus on social, economic, and cultural disparity as represented by filmmakers and authors. Of particular interest will be issues of nationalism; difference/identity; displacement; globalization; resources/wealth; environmental degradation; and control of information in post-war, post-colonial and/or post-Cold War societies. When possible, filmmakers and authors will be invited for special sessions of this course. Repeatable if topic is different.

Prerequisites: sophomore standing or permission of instructor.

PCE 340.001: Topics: Global Peace Case Studies (2 cr.)

This course is a global survey of significant and promising, contemporary *alternatives* to consumptive and conflictual human structures and institutions. We will look at examples of alternative economies, sustainable communities, national pandemic responses, peace parks, local agriculture and demilitarization. We will operate like a think tank where each member conducts research and contributes ideas and resources to the whole. We will work to be imaginative and constructive rather than critical and deconstructive. Substantial independent work and discussion facilitation.

Prerequisite: Junior standing or permission of the instructor.

PHL 110.001 Black and Indigenous Philosophies of the Americas (4 cr.)

The contemporary Americas are founded on the twin legacies of the transatlantic slave trade and the genocide of Indigenous peoples. Powerful philosophical and activist traditions have emerged in response to the continued forces of anti-blackness and settler-colonialism to think about resistance, joy, mourning, and futures. This course surveys the history of these literatures and brings them into the contemporary moment to think about ongoing struggles for liberation. Possible thinkers covered include: Vine Deloria, Jr., W.E.B. Du Bois, Frantz Fanon, Saidiya

Hartman, C.L.R. James, Winona Laduke, Audra Simpson, Hortense Spillers, and Haunani-Kay Trask.

PSY 412.001 Sem Existential and Humanistic Psychology: Intrinsic Motivation and Self-Determination (4 cr.)

Discussion of the impact of social contextual and intrapsychic factors on intrinsic motivation and the experience of self-determination. A theoretical basis will be established, after which we will focus on current empirical research and potential applications in a variety of domains, including education, work/management, sports, relationships and well-being.

Prerequisite: Psychology 312 or PSY 230, and either PSY 302 or 305; or permission of the instructor.

PSY 419.001: Sem Cultural:Diversity Issues in Higher Ed (4 cr.)

This seminar will explore diversity issues in higher education in the US by exploring intersectionality on the institutional and individual level. Students will examine inclusion with regards to the climate within the classroom and on campus, and how it shapes identity. A particular focus will be on the impact of racism and other forms of oppression on student development. Cultural considerations for the following will also be explored: admission, retention, and graduation rate differences, student mental health concerns, underrepresented populations, and barriers to learning. Coursework will include advocacy and anti-bias training on campuses.

Prerequisites: (PSY 219 or PSY 226 or PSY 230) AND (PSY 302 or 305) or Instructor Permission.

PSY 433.001 Sem Experimental: Comparative Perception (4 cr.)

This seminar serves as an introduction to the experimental study of comparative perception. Topics this semester include echolocation in bats, sonar in dolphins, biological compasses, electroreception in fish, and pheromones in mammals. 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 (formerly PSY 252) or PSY 305 (formerly 255); or permission of instructor

PSY 444.001: Sem Developmental: Theory of Mind (4 cr.)

Theory of mind (ToM) is the understanding that people do things based on their mental states. It ranges in complexity from the relatively simple understanding of people having different desires to the more complicated ability to theorize about others' beliefs and intentions. ToM is a foundational social cognitive ability, with implications for many practical aspects of individuals' daily functioning, such as executive-function skills, social competence and early success in school. Difficulties in ToM development are linked to a host of developmental and psychological difficulties such as autism, language delays, and schizophrenia. In this seminar, we examine what governs the emergence and expansion of mental state understanding over development and what disrupts its functioning.

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

SOA 280.002: Community Archeology (4 cr.)

Modern archaeology is about far more than just digging in the dirt. This course examines the practice of community engagement in archaeology and heritage work, and more broadly, in anthropology. Archaeologists are increasingly aware of the need to become more involved with the local communities where they work and now seek to have an active public voice in the interpretation of the past, while still respecting alternate viewpoints. We will examine how community engagement has been conceptualized in anthropology, history, and archaeology. Theoretical perspectives arising from collaborations between communities and archaeologists/heritage professionals have contributed to a better understanding of how local people articulate their heritage needs, define what heritage (intangible and tangible) means to them, and use archaeology and heritage to meet human rights claims, social justice principles, and community development needs. The first half of the course will function like a seminar, while the second half will involve a hands-on project in the centered around the development of a community archaeology project.

SOA 393.001: Seminar: Residential Justice (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 the richness of local culture, and what makes some local cultures unique (go-go music in the DC suburbs vs. house music in Baltimore and the Baltimore suburbs as one example), and how living patterns and culture inform and effect one another. Contributes to the Inequality, Power, and Privilege area of the Social Justice Concentration.

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

SP 350: Special Topics for Spanish Studies: Creando mundos a través de las variedades de español (4 cr.)

Course Description: Spanish is neither unified nor monolithic, it has a multiplicity of varieties that reflect the diverse experiences and culture of a people who defy being categorized by nationality, ethnicity, or race, but who through a standard form of communication are frequently seen as unified. From Mexico to the United States, Puerto Rico to Spain, this course will uncover the worldviews that these Spanishes can reveal. You will watch and listen to YouTube music videos, read comics, and listen to podcasts. You will hone your communicative skills and connect with others by telling your stories, and learning to presenting yourself in your own Spanish.

Prerequisite: SP 230, placement exam or authorization by instructor.

SP 445.001: La Lucha Sigue (4 cr.)

Students will explore the intersectionality between issues of power, gender, class, and inequities through literature, film, paintings, and other artistic expressions since the Mexican Revolution to the present day.

Prerequisite: SP 322.

SP 445.002: Small But Mighty: The Impact of the Short Story in the Spanish-Speaking World (4 cr.)

Before we all started communicating with emojis and memes or trying to fit all pertinent information into 280 characters or less, humans actually conveyed information and emotion with things called words. When folks wanted to express themselves in a succinct manner, they wrote brief narratives, better known as short stories. Join me as we explore some of the best short stories from the Spanish-speaking world and try to find creative ways to tell our own stories.

Prerequisite: SP 322.

VMC 311.001 Chanel and the History of Fashion (2 cr.)

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

Pre-requisite: VMC 103 or ARH 281 or permission of instructor

VMC 320.001 Venice: The Art of a Multicultural City (4 cr.)

This course explores the visual and material culture of Renaissance Venice, a multicultural city on the sea and a crossroads of world trade in the early modern era. Through masterpieces of Venetian painting, sculpture, and architecture; mosaics, glass, textiles, costume, furniture, book arts, and print culture; as well as close readings of Venetian literature and historical documents, we will question how images and objects both reflected and shaped Venetian society, perspectives on the wider world, global exchange, civic and familial ideals, and notions of communal identity. Students will gain a familiarity with the visual and literary traditions of a vibrant Renaissance city in the age of Bellini, Titian, and Tintoretto, the legacy of Venetian painting in the 17th and 18th centuries, and the role of Venetian visual culture in shaping the lure of Venice for modern painters and poets from Turner, Sargent, and Whistler to Ruskin, James, and Calvino.

Pre-requisite: VMC 103 or permission of instructor

WRT 301.001 Grief and Grieving (1 cr.)

Grief is a part of life: adjusting to and living with loss are complicated processes, particularly during college. This writing studio is designed to help students write together using guided reflection, shared class discussion, in-class writing exercises and written assignments that will help students understand and process grief, grieving and loss at a deeper level.